

**USING AUTHENTIC MATERIALS TO IMPROVE READING
COMPREHENSION OF GRADE EIGHT STUDENTS OF SMP 15
YOGYAKARTA**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment
of the *Sarjana Pendidikan* Degree in English Language Education**



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2013**

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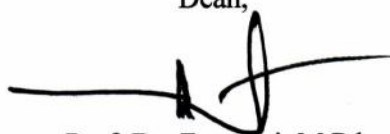
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Menyatakan bahawa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 7 Mei 2013

Penulis



Rina Desitarahmi

DEDICATIONS

This thesis is dedicated to:

My mother,

My mother,

My mother,

and my father.

Also my older sisters and brothers,

my prettiest little nieces,

and my superb best friends.

MOTTOS

“Education is not preparation for life.

Education is life itself.”

“Forget the time of your distress.

Never forget what they taught you.”

~Herbert Gesser

“Your time is limited, so don’t waste it living someone else’s life. Don’t be trapped by dogma which is living with the results of other people’s thinking.

Don’t let the noise of other’s opinions drown your inner voice. And most important. Have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.”

~Steve jobs

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Rina Desitarahmi

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ABSTRACT

This research was aimed at improving the reading comprehension of the grade eight students of SMP 15 Yogyakarta through the use of authentic materials.

This research is action research conducted in SMP 15 Yogyakarta. The subjects of the study were 34 students of VIII D of SMP 15 Yogyakarta in the 2011/2012 academic year. The data of this research were qualitative in nature and quantitative as the supporting data. The qualitative data were collected by observing the teaching and learning process during the implementation of the action, interviewing the students and the English teacher, holding discussions with the English teacher, and taking pictures of the teaching and learning process. The instruments used in this research were interview guidelines, observation sheet, and camera.

The results in this research show that the use of authentic materials is effective to improve the students' reading comprehension. The use of these materials is effective when they were used together with authentic tasks which provide communicative activities. After the actions were implemented, the students showed some improvements. They could focus on the lesson and actively participated in the teaching and learning process. They got familiar with some reading strategies and could apply them. They were able to scan the detail information of the texts, deduce the meaning of unfamiliar words and understand information when not explicitly stated. They had more interest and motivation in reading. All the various activities made the class atmosphere enjoyable.

CHAPTER I

INTRODUCTION

A. Background of The Study

In the English teaching and learning process, there are four skills which are identified as paramount importance; listening, speaking, reading and writing (Brown, 2001). Regarding to its importance of English, the government of Indonesia puts English as a compulsory subject for junior high school and senior high school. In junior high school, the students who graduate from school are expected to communicate in English both in oral and written form.

The ability to communicate in written English is closely related to the reading skill, as one of the four skills of English teaching and learning process. The ability to read opens up new knowledge and opportunities. It enables students to gain information, to get some pleasure, and do many things that are part of modern life, such as, reading newspapers, magazines, maps and so on. That is why reading plays important roles in teaching and learning process of English. Moreover, the importance of reading is also stated in the School-based Curriculum of Junior High School (Depdiknas, 2006). The target of the English teaching and learning is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life contexts, such as reading and understanding news papers or

manuals. In other words, students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts.

However, to some students of junior high school, reading is considered as a difficult language skill to be mastered since the majority of the students have low reading skills and interest. According to Klingner (2007:4), the students tend to have learning disabilities on their reading comprehension. The students demonstrate many problems associated with low comprehension, including poor decoding, fluency and comprehension. Wallace (2003:4) also states that one of the difficulties which young learners, especially EFL learners, may have is the incapability to understand texts. In other words, since English is a compulsory subject in Indonesia, the students have difficulties in understanding the English texts because they have a limited exposure and skills to develop their reading. That is why they tend to find difficulties in understanding sentences, also finding main idea and specific information.

Based on the preliminary observation, the researcher found some problems related to the English teaching and learning process, especially in the teaching reading in SMP 15 Yogyakarta. The first problem is the lack of materials provided by the teacher. In the teaching and learning process, she uses the same textbook to teach the four skills. She seldom gives the students different kinds of reading passages. There are two kinds of reading sources dominantly used by the teacher; the textbook which is taken from school library and students

worksheet (*Lembar Kerja Siswa*). Besides, those reading sources contain many artificial languages and similar task. As a result, the teaching and learning process run less effective.

Those problems above also effect the students' motivation of the reading activities. The condition makes their interest of reading activities low. They were found unfocused and bored on the teacher's explanation. Another problem is related to the reading comprehension of the students. Because of the lack of reading materials as their exposure and the low motivation in the reading activities, they found it difficult to comprehend English passages. They commonly found difficulties in getting the information in the text. It is hard for them to deduce meaning, inferring and detect relation such as main idea, supporting idea, new and give information.

Moreover, providing the appropriate reading materials for the students is important to enhance their motivation in reading activities. However, it is not enough to tell them to read a lot, Harmer (2001:210) states that the students need to be offered a programme which includes appropriate materials, guidance, tasks, and facilities. The Communicative Language Teaching highlighted the fundamentally communicative properties and the teaching and learning process characterized by authenticity and real-world simulation (Brown: 2001). One of doing so is to include the use of authentic materials in the reading activities. Many authors and researchers have asserted that authentic materials have a

positive effect on learners. The use of authentic materials helps to bridge the gap between classroom knowledge and students' capacity to participate in real-world events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language.

From the consideration above, the researcher decides to investigate the use of authentic materials to improve the reading comprehension of the students of SMP 15 Yogyakarta.

B. Identification of The Problem

Based on the researcher's preliminary observation in SMP 15 Yogyakarta, the researcher found some problems related to reading skill. The problems can be divided into two aspects. That is the internal aspect which relates to the problem of reading skill and the external aspect which relates to the problems of the teacher, students, media and reading materials.

The internal problem is related to the reading skill and its difficulties. Reading is a process of constructing meaning to get information from the printed words. The complexity of that process has been a difficult process for the students, especially foreign language students. It becomes a complex activity because of the process of understanding written texts involve both perception and thought. Through perception, reading activities are dealing with the words recognition. This is a process of how readers correlate the written symbols with the objects. Meanwhile, thought is needed in the process of making sense of

words, sentences and texts. In this reading process, the students need the level of understanding texts. The levels are referring to the literal meaning of text, the inferred meaning and the reader's critical evaluation of text. Thus, these levels lead to the hierarchy of understanding the texts that make the students more difficult to reach a critical understanding of texts than to infer meanings, and that both of these are more difficult than understanding the literal meaning. In understanding English passages, they need to provide themselves with English vocabularies because reading requires them to relate their prior or background knowledge in order to understand the passages. With background knowledge of the world as the basis of what is already known, it can be useful for their interpretation of the receiving information as a continuous process of learning.

The next problem is considered to be the external aspect which is the teacher, students, media and reading materials. The first problem concerns with the teacher. This problem is closely related with teacher's role, how teacher can be a resource for the students. In fact, the teacher does not provide the students and also herself with enough reading materials as their input. She uses the same book in everyday teaching and learning process. She also did not teach reading strategies to the students. Moreover, the teacher technique and method in the English teaching and learning is monotonous. She mainly uses teacher-centered approach in the teaching and learning process. This approach is associated

primarily with the transmission of knowledge which is focused on content than on the students' learning process.

The next problem relates to the students. Since reading comprehension is the process of constructing meanings, the students are difficult to comprehend the English passages. They commonly complain that there are too many words they cannot understand from the passages. They tend to fail in acquiring the meaning of the reading texts and also difficult in finding the main idea and details information of the texts. These problems occur because of their lack of vocabularies. The next factor which is the students' lack of prior knowledge and reading strategies to generate inferences may cause the students comprehension of texts low. Moreover, their motivation and interest is found to be low. The laziness and boredom of the students is found when they are provided with the same textbook every day. They are lack of exposure in English in their teaching and learning process. They did not get enough experience in dealing with the real-life reading skills, they just familiar with the passages which are specially written for language teaching purposes. This condition makes the wrong perception on the students that learning English is something that they are not necessary to do except for their score in the classroom.

The last problem is related to the reading materials. As mentioned above, that the students are lack of materials for reading skill. Teacher should provide

materials to students in order to improve their reading skills. It is the teacher's responsibilities to motivate reading by selecting the reading materials.

These problems are related to each other and cannot be separate. Thus, in order to solve these problems, the researcher tries to present materials that are expected to give an effect on the reading comprehension ability of the students, which are authentic materials.

C. Limitation of the Problem

It is impossible to study all these factors affecting reading comprehension. In this research, the writer only focused on the use of authentic materials to improve reading comprehension of the grade eight students of SMP 15 Yogyakarta.

D. Formulation of The Problem

Based on the background of the study, the identification and the limitation of the problems above, the research problem is formulated into the following question:

1. How do authentic materials improve the reading comprehension of the grade eight students?

E. Objectives of The Study

In line with the formulation of the problems mentioned above, the objective of the study is to describe how authentic materials can improve the reading comprehension of the students.

F. Significance of The Study

This study is expected to produce outcomes that will be useful for the development of the English teaching-learning process. There are some expected advantages of the study, as follows:

1. To give more insight into or find out new ideas in the teaching of reading.
2. For the other teacher, either at SMP 15 Yogyakarta or the other school, the research can be used as a model in choosing the right reading materials and knowing authentic texts as an alternative reading material, as a supplement of improving student's reading interest.
3. For the researcher herself, the research can develop her writing ability, open her mind about English teaching-learning process, and be important experience related to the experimental research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Reading

Identifying reading is often connected with the process of reading itself. The process is the interaction between a reader and a text which is normally silent, internal and private (Alderson, 2000: 3). It means that there are many things happen during reading. It is about how people interpret the written text in order to acquire knowledge or understand messages. Those processes involve three components which are the writer, the text and the reader.

Nuttall (2000: 4) also defines reading as a process. She connects reading with the communication process and states that reading means getting out of the text as nearly as possible with the writer's messages. In other words, the writer as an encoder has something in mind which wants to be shared with other people during that process. To make it happen, the writer puts his ideas into words as a text. While the reader plays a role as the decoder, who may decode or construct meaning of the text, before the messages enter the reader's mind and finally communication is achieved.

In line with those definitions, Urquhart and Weir (1998: 22) cited in Grabe (2009: 14) define reading as "the process of receiving and interpreting

information encoded in language through the medium of print.” In other words, reading is a process of receiving information. Here the readers do not need to produce any language while reading, they play a role as the receivers, the one who receive the message of the text and get to understand it.

Moreover, Grabe (2009: 14) defines reading as complex combinations of processes. He describes those processes in ten detail processes. At the top, reading can be seen as a *rapid process* in the sense of how fast a person read materials. There are various processing skills work together during reading, such as word recognition, meaning formation, text comprehension, inferencing, critical evaluation and linking to the prior knowledge. Those synchronized processes make reading as an *efficient process*.

Reading is also a *comprehending process*. This process is assumed to be the fundamental goal of reading. People read to understand what the writer intended to say through writing, while all cognitive processes involved in reading is related to comprehension. So, there is an interaction between the reader and the writer in order to comprehend the text. That interaction is called an *interactive process*. Besides Grabe, Alderson (2000, 3-18) defines reading as interactive model as well. The interaction in reading process happens during reading. There are two kinds of interactions which are interaction between the reader and the text and interaction between the reader and the writer. The interaction between the reader and the texts happens when the reader constructs a personal interpretation

of the text through recognizing the written symbols. While when the reader tries to get the writer's intention, the interaction between the reader and the writer is happened. Then, here the reader brings a wide range of background knowledge and number of skills used in comprehending and interpreting a text.

Furthermore, reader calls for effort on the process and that is why reading can be seen as *strategic process*, hence those multiple efforts require that reading be a *flexible process*. The flexibility is demonstrated by the reader in keeping the processes and purposes aligned each other. Then the alignment between them points out that reading is also a *purposeful process*. Moreover, reading is also an *evaluative process*. Evaluation occurs when the readers decide how they should respond to a text. This evaluation calls up the readers' attitudes and emotional responses to the text. Continuously, ongoing evaluations make reading a *learning process*. However, in combination with evaluations all reading activity is a learning process. Finally, reading is a *linguistic process*. The readers deal with some linguistic features to assist them in reading a text.

Supporting Grabe's definition, Spratt, Pulverness and William (2005: 21) state that reading is aimed at making sense of the texts involving understanding letter, word and sentence level, also activating the background knowledge. The readers need to draw their predictions, intelligence, and experiences to see the overall purpose of the text and interpret the writers' intention (Nuttall, 2000: 16). So, when the readers deal with a text, they should understand what the letters are,

how the letters combine to build a word, and what the meaning of the word combination is, then they can understand the sentence. The last they can call their past experience or background knowledge to help them interpret the meaning of the text. Here, rather than the text is at the heart of reading process, the readers become an active participant in which their background knowledge plays an important role in reading process.

Although there have been a number definitions of reading, it is not easy to define reading in one sentence. In summary, reading is not merely a receptive process of gathering information by word per word. It is an active process between the writer, text and the reader. There are interactions between them during reading. Interaction between the writer and the text is conducted by the writer in which he uses language (semantic, syntactic and phonological) to produce text that conveys meaning. Then the interaction between the reader and the text happens when the reader try to make sense of the text to get the writer's intended meaning through their background knowledge.

2. Principles in Teaching and Learning Reading

Reading in teaching and learning process is categorized as receptive skill which is defined by Harmer (2001: 199) as “the way in which people extract meaning from the discourse.” Here, the learners do not need to produce any language while reading, they play a role as the receivers, the ones who receive the message of the text and get to understand it. According to Nuttall (2000: 30), in a

reading lesson the language is used to derive messages from texts. It means that in reading lesson, the focus of using language is not merely on the vocabulary or structure and the meaning of the text become subordinate. In reading lesson, the meaning is central and any language item learnt is incidental benefit and therefore the students should have good strategies to comprehend texts while there are various types of written text.

Furthermore, variety of texts derives variety of reading performance. Several types of reading may occur as suggested by Brown (2001: 312) which are categorized into two broad types, oral and silent reading performances. Oral reading is occasionally for beginner and intermediate levels because it is aimed to check pronunciation and bottom-up processing skill, while silent reading is for advanced level of students because it is a very authentic activity. Within the category of silent reading, it may also be subcategorized into intensive and extensive reading. Intensive reading focuses on the linguistic or semantic details on a text and also be content-related reading because of subject-matter difficulty. In intensive reading, reader will read with concentration and a great care to the text in order to understand exactly the meaning of it. Unlike intensive reading, extensive reading is aimed to achieve general understanding in reading longer texts. It often becomes a pleasure reading or reading technical, scientific or professional materials. This type of reading may involve two specific reading

skills, scanning for details and skimming for the essential meaning to provide global or general meaning of the text.

Moreover, Brown (2001: 306) states that reading comprehension is a matter of developing appropriate and efficient comprehension strategies. He elaborates ten strategies for reading comprehension. The first strategy is identifying the purpose in reading in order to be efficient in reading. The readers should have clear aim why they are reading. The readers' clear purpose of reading will guide them to the specific information they need and remove or throw away the unwanted information. The next strategy is using graphemic rules and patterns to aid in bottom-up decoding. This strategy is useful for the beginning level of students. They can make some correspondences between spoken and written form to help them to do bottom-up decoding. Then they can perform efficient silent reading techniques to increase efficiency in reading.

Also, the reader can use skimming to glance and determine the text's gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing of supporting ideas. As well as skimming, the reader can use scanning to search for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

Meanwhile, to provide ordered information when the reader has a long string of ideas or events on a text, they can use semantic mapping. The next

strategy which is useful when the readers are not certain about some words, idioms, or the like, they can guess the meaning by the grammatical relationship, discourse relationship, inferring the implied meaning, cultural reference, or content messages. They also can use lexical analysis by analyzing the suffixes, prefixes, roots, grammatical contexts and semantic context. It can help the readers when they are guessing and predicting words meaning. While to interpret texts, it can not only depend on literal meaning but also the implied meaning. The readers should recognize the nature of many indirect requests, or may be connotations or imply meaning. The last strategy that can be applied is capitalizing on discourse markers. Discourse markers show relationship among ideas as expressed through phrases, clauses and sentences. This can help readers enhance their reading efficiency.

In addition, to get a good idea of what strategies need to cover in the reading comprehension, the readers need a checklist of micro- and macroskills for reading comprehension. There are some micro- and macroskills for reading comprehension. Brown (2004: 187) has formulated microskills for reading comprehension into, 1) Discriminate among the distinctive graphemes and orthographic patterns of English. 2) Retain chunks of language of different lengths in short-term memory. 3) Process writing at an efficient rate of speed to suit the purpose. 4) Recognize a core of words, and interpret word order patterns and their significance. 5) Recognize grammatical word classes (nouns, verbs, etc),

systems (e.g. tense, agreement, and pluralization), pattern, rules, and elliptical forms. 6) Recognize that a particular meaning may be expressed in different grammatical forms. 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and around clauses.

Meanwhile, the macroskills are, 1) Recognize the rhetorical forms of written discourse and their role in significance for interpretation. 2) Recognize the communicative functions of written texts, according to form and purpose. 3) Infer context that is not explicit by using background knowledge. 4) Infer links and connections between events, ideas, etc, deduce causes and effects, and detect such relationship as main idea, supporting idea, new information, given information, generalization, and exemplification. 5) Distinguish between literal and implied meanings. 6) Detect culturally specific reference and interpret them in a context of the appropriate cultural schemata. 7) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

In brief, there are many strategies that can be used by the reader to help them in order to comprehend texts. Reading strategies are planned to solve the readers' problems in constructing meaning. Some strategies let the reader figure out new words, predict the next word, phrases, or sentences for speed recognition, some help the readers see the relationship of ideas, and some others help the

readers to use knowledge of the world in order to interpret the text. Those strategies depend on the readers' needs and what microskills that the reader need to cope.

3. Reading Comprehension

Reading comprehension has been defined in many ways over the years. Nuttal (2000:4) suggests that the overriding purpose of reading is to get the correct message from a text; the message the writer intended for the reader to receive. The idea of reading has changed and moved from what was considered a receptive process, as Harmer (2001:199) says that it is the way in which people extract meaning from the text, to what is now said as an interactive process as Nuttall (2000: 11) states because both the reader and writer depend on one another. This interaction may get complicated by the fact that the writer is absent at the time of reading and this condition may cause misunderstanding by the reader, except the reader can comprehend the text well.

According to Klingner, Vaughn and Broadman (2007: 8), reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example the readers' interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is

individualistic. The process of constructing meaning depends on the individual competencies, such as experience and how to interpret the text.

As said before that reading comprehension considers as a complex process, Irwin (1991) cited in Klingner, Vaughn and Broadman (2007: 9-11) proposed five basic comprehension processes. These processes work together simultaneously and complement one another. First, the micro processes happen within individual sentences. It is the ability to remember details idea of a text that carries meaning. The second are integrative processes. It is the process of understanding and inferring the relationships among clauses to make connection across sentences. Next, macro processes are the ability to organize ideas in a coherent way. These processes can be done through selecting the most important information to remember and delete relatively less important details. Also, there are elaborative processes. These processes connect the information provided in the text to the prior or background knowledge. The last processes are metacognitive processes. It is the conscious awareness or control of cognitive process. In these processes the readers try to understand the texts, select what information to remember and decide the strategies used when reading. The metacognitive strategies that the readers use include repeating information to enhance recall, underlining important words or sections of a passage, note taking, and checking understanding. Those processes can be seen on the diagram below.

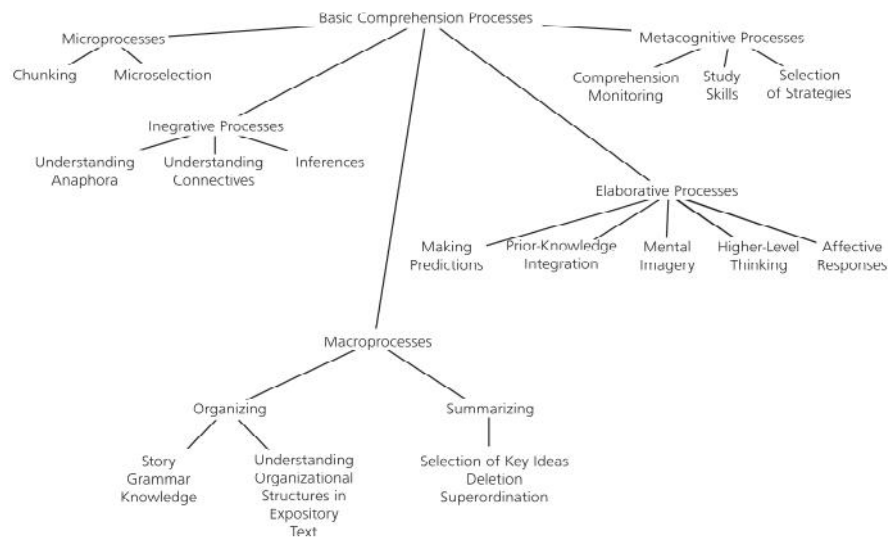


Figure I. Irwin's five basic reading comprehension processes. Irwin in Klingner, Vaughn and Broadman (2007)

Actually, there are some ways in processing texts. They can be used as an approach or strategies dealing the texts whenever the reader read. It includes top-down, bottom-up and interactive approach. Bottom-up approach focused on the identifying the words and phrases then finding the detail information to build up the meaning of text Hammer (2001: 201). Here, the reader start to recognize the written symbols as the smallest units to build up the meaning, then continue to construct to the writers' intention of the whole text. According to Nuttal (2000: 17), this approach can be used when an initial reading leaves the readers confused because their world knowledge is inadequate or the writer's point of view is very different from their own.

Top-down processing is the opposite, where the global meaning of the texts is built through the relation of the texts as a whole, prior knowledge and also experience of the reader. It requires readers to be an active participant. They draw their predictions, intelligence, and experiences to see the overall purpose of the text and interpret the writers' intention (Nuttall, 2000: 16). The last is interactive approach where both previous approaches combined by conscious choice of the reader and every component in the reading process can interact with any other component. So, both approaches are important and be used together; top-down to predict the meaning and bottom-up to check it.

In brief, reading comprehension starts from the small unit of text which is words, then phrases, clauses, sentences until texts. The comprehension depends on the ability of the reader to draw meaning from the printed words to interpreting the information appropriately. This comprehension may include the variable of the text, such as vocabulary, syntax, and grammatical and the variable of the reader, like the background knowledge, cognitive development, strategy use, interest and purpose.

4. English Teaching and Learning at Junior High School

English is considered the first foreign language to be learned in Indonesia. It is learned as a compulsory school subject at junior high school. Junior high school students consider as teens or young adults whose ages range between thirteen and fifteen. Those students are in an age or puberty, as Brown

(2001: 92) states that students at those ages are in an age of transition, confusion, self-consciousness, growing and changing bodies and minds. In other words, teen's students are in the age of transition between children and adult. They are experiencing the process of growing up which make several changes on their body and mind, and sometimes that process of transition gives them confusion. Those can be some factors that need to be concerned about in teaching English for teens.

Therefore, teacher should know the characteristics of the students in a level of age to decide how and what to teach. There are some characteristics of junior high school students as stated by Harmer (2001: 39). There are positive and negative characters. The main characteristic is that the junior high school students are emotionally unstable. Since they are in the search of individual identity and tend to be disruptive in class, it can cause discipline problems during teaching and learning process. Their changing in physical and also emotional makes them to be very sensitive. They act depend on the stimuli; if they are interested in something, they can perform good responses. They also have a great potential for creativity and a passionate commitment to things which interest them. If they are engaged, they have a great capacity to learn. In that case, teaching junior high school students need to provoke students' engagement with material which is relevant and involving (Harmer, 2001: 39).

5. Teaching Reading for Grade Eight Students

According to Nuttall (2000: 31), the general aim of reading programme is “to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding.” In other words, the purposes of teaching and learning reading are to prepare students to use the foreign language in real communication, for them to read the real text in the real context.

Comparatively, the target of English teaching and learning for junior high school in Indonesia is to enable students to gain the functional literacy. That is the ability to communicate in simple written English to deal with the daily life contexts, such as reading and understanding news papers or manuals (Depdiknas: 2006). In other words, students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts.

There are some standard of competencies and basic competencies that the eight grade students of junior high school have to fulfill in order to learn reading.

Table 1. Standard and basic competencies for grade eight junior high school

Semester	Standard Competency	Basic Competency
1	5. Comprehending meaning of short functional texts and short essays in the form of descriptive and recount in the daily life contexts.	5.1 Reading aloud short functional texts and essays in the form of descriptive and recount with appropriate pronunciation, stress, and intonation in the daily life contexts. 5.2 Responding to the meaning of short functional texts accurately and appropriately in the daily life contexts. 5.3 Responding to the meaning and the rhetoric of the short essays of descriptive and recount texts accurately and appropriately in the daily life contexts.
2	11. Comprehending meaning of short essays in the form of recount and narrative to interact in daily life contexts.	11.1 Reading aloud short functional texts and essays in the form of recount and narrative with appropriate pronunciation, stress, and intonation in the daily life contexts. 11.2 Responding to the meaning of short functional texts accurately and appropriately in the daily life contexts. 11.3 Responding to the meaning and the rhetoric of the short essays of recount and narrative texts accurately and appropriately in the daily life contexts.

In summary, the purpose of reading can be seen in traditional view which is to gain information and also for enjoyment. In teaching and learning programme, reading is aimed to communicate with the target language by the

written text. The students are expected to read and understand the English texts to deal with the real life communication where there are a lot of authentic materials there.

6. Authentic Materials

Authentic materials had been used for language learning for several years ago due to the rise of communicative approach. The goal of that approach is to develop communicative competence in a real life. For the purpose of the teaching and learning English, an authentic text is one whose primary intent is to communicate meaning. The relevant consideration here is not for whom it is written, but that there has been an authentic communicative objective in mind (Swaffar, 1985: 17, cited in Mishan, 2005: 12). Besides that, Wallace cited in Berardo (2006) adds that authentic materials or texts are texts used in real life communication which are not written for pedagogic purposes. In brief, a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has certain message to pass on the reader.

In line with the definition above, Gilmore (2007) in Guo (2012: 197) states that authentic materials contain real language produced by a real speakers or writers for a real audience and designed to convey a real message. It means that in authentic materials, the language is not imaginary or artificial but originally used in the real world contexts.

Moreover, Widdowson (1990) cited in Marinez (2002: 2) states that authentic materials can be defined as the materials designed for native speakers and they are used in the classroom in a way similar to their purpose when they are designed for. Here, the definition points out the term authentic as a real language. Though, when teachers bring the authentic materials in the classroom, they used it in genuine way in which those materials are designed to. For example, a report text about pollution brought into the classroom so the students can discuss the report on pollution in relation to their city where they live.

Since the language classroom is intended as the preparation for survival in the real world, the purpose of the learning should be the same as they are in a real life. One way to simulate the real world in the classroom has been to use authentic materials to expose students to the language. As Walkin (1976: 76) in Guariento and Morley (2001: 347) states that exposure will help them to acquire an effective competence and to bridge the gap between the classroom knowledge and their participation in the real world. In other words, authentic materials can be use as a bridge to connect the classroom with the real world situation.

Dealing with the real life texts which contain real life information could also motivate students. Those texts provide a new experience dealing with the language inside the classroom. In contrast with the non-authentic materials in the classroom, they are not varied and contain artificial language, language which is designed for learning purposes and concentrating in some materials that have to

be taught. Though, they are good for teaching structure but the learners will somehow leaving in the real life and deal with the real language and encounter varied situation in which different reading purposes are required (Berardo, 2006: 64). It means that one of the purposes of authentic materials is to prepare the students in joining the real life contexts where the language used is not artificial and not adjusted to their level anymore.

Furthermore, using authentic materials in the classroom is significant for many reasons. Martinez (2002), Berardo (2006), Richard (2006) propose some advantages. Generally, authentic materials include incidental or improper English so the students are exposed to the real discourse. When they come to the teaching and learning contexts, authentic materials contain wide variety of text types which can be used in the classroom. They support more creative approach to teaching. The same piece of material can be used different circumstances if the task is different. They are also ideal to practice the micro skills such as skimming and scanning. They also keep students informed about what is happening in the world and give authentic cultural information, so the students have an intrinsic value. After all, authentic materials have a positive effect on the students' motivation. They encourage reading for pleasure because they contain topics of interest to learners.

Again, Brosnan et al. (1984: 2) in Nunan (2004: 51) also offer some good points of the use of authentic materials which have a natural language, offer the

students the chance to deal with text which have complete and meaningful messages, provides students with the opportunity to make use of non-linguistic clues such as layout, pictures, colors, symbols, and the physical setting, and provide students with an opportunity to see the immediate relevance of what they do in the classroom to what they need to do outside it.

In summary, authentic materials are text which is not used for teaching purposes. They contain a real language as the native speakers used in real life communication. When they come to the language teaching and learning, they are used in a similar way to their purpose when they are designed for. In the teaching and learning process, they could bridge the gap between the classroom and the real-world application.

7. Use of Authentic Materials in Reading Class

Wide range of authentic materials has become available to use in the classroom. The sources of authentic materials are infinite such as newspapers, the internet, magazines, brochures and so on. One of the most useful sources is the internet where there are wide ranges of sources provided and they are continuously updated and also easy to access. When choosing the authentic materials from the various sources, there are some criteria that should take into consideration. Nuttall (2000) cited in Berardo (2006) gives three main criteria in choosing authentic materials to be used in classroom.

a. Suitability of content

The texts should be interested, motivated and also relevant to the students needs.

b. Exploitability

Exploitability refers to how the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process.

c. Readability

Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

Together with those criteria, Berardo (2006) also adds two more criteria in his study. The first is variety, which are the various types of texts. It used in the classroom to avoid the students' boredom and also presentation. It is how the texts are presented in the classroom, whether the texts look attractive and interesting or not. The presentation of the texts plays a role to grab the students' attention. He also proposes some questions which are used to check before choosing authentic materials.

Table 2. Important factors in choosing authentic materials

Important factors in choosing authentic materials	
Suitability of Content	Does the text interest the student? Is it relevant to the student's needs? Does it represent the type of material that the student will use outside of the classroom?
Exploitability	Can the text be exploited for teaching purposes?

	For what purpose should the text be exploited? What skill/strategies can be developed by exploiting the text?
Readability	Is the text too easy / difficult for the student? Is it structurally too demanding / complex? How much new vocabulary does it contain? Is it relevant?
Presentation	Does it look authentic? Is it attractive? Does it grab the student's attention? Does it make the student want to read more?

As shown above, bringing authentic materials into classrooms is important because they provide exposure to real-world language use. However, authentic material which has been carelessly chosen can be extremely demotivating for the students (Harmer, 2001: 205). Instead of increasing the students' motivation, the difficult texts can decrease the level of the students' confidence and lead to failure. According to Senior (2005) in Berardo (2006), when dealing with authentic materials, one should bear in mind that it should be done with a purpose. It needs to have a clear pedagogic goal for what precisely the teacher wants the students to learn from the materials. The role of the teacher is needed to make the students confident when handling authentic materials. Berardo (2006) gives possible solutions which are to give text-related tasks. There are three basic types of reading activities:

1. Pre-reading

This activity is used to activate existing schemata or background knowledge of the students. It also provides information of linguistic or social-cultural inadequacy to prepare the students for reading the text.

2. While-reading

It is used to encourage the students to be a flexible and active reader also to promote an interaction between reader and writer.

3. Post-reading

This activity often comes as questions that follow a text. It is used to test understanding.

Furthermore, Nuttal (2000: 154) proposes guidance that can be used at each of those three stages. First, at the pre-reading stage before the students begin to read, providing a reason for reading, introducing the text, setting a top-down task, breaking up the text, dealing with new language and asking signpost questions can be a way to make the task more explicit and effective. Then, in while-reading, the way to organize the class determines how the teacher can guide students while they are reading. There are three broad modes of class organization which are the individual mode, teacher-centered class, group work or combination of those three modes. The last is when reading has been completed. There are a lot of activities can be done here to reconsider the hypotheses made by the students in the early stages.

Besides those mention above, Brown (2001: 313) has proposed several principles for designing interactive reading techniques that must also consider in applying authentic materials in the class. His principles are as follows;

- 1) in interactive curriculum, do not overlook the importance of specific instruction in reading skills.
- 2) use techniques that are intrinsically motivating.
- 3) utilize techniques with authentic language and content.
- 4) encourage the development of reading strategies.
- 5) include both bottom-up and top-down techniques.
- 6) subdivide your techniques into pre-reading, during-reading, and after-reading phases.
- 7) build in some evaluative aspect to your techniques.

The first principle leads to the notion of silent reading which allows the students to develop their sense of fluency. The second principle leads to the idea of meaningfulness proposed by Nunan (2004: 51). In order to motivate the students, it is important to choose the materials that are relevant to them. The third principle refers to the importance of using authentic texts. The fourth and fifth are guidance to provide the students strategies and help them find ways to make reading easier and more productive. The sixth principle is similar with Berardo's suggestion which proposes three phases in teaching reading. The last principle deals with assessing the students' reading comprehension which should

consider the indicator of comprehension such as doing, choosing, transferring, answering, condensing, duplicating, modeling, or conversing.

In brief, when bringing authentic materials in classroom, rather than simplifying and making the text less authentic, it can be made more approachable when it follows with tasks related to texts and teacher pedagogic support through teacher's facilitation and interaction. The reading tasks can be divided as pre, while and post reading activity to accompany the students in order to understand the authentic materials.

8. Authentic Task

The introduction of authentic texts into teaching and learning situation has been viewed as one of the principles of task-based language teaching. According to Willis (1998) cited in Tilfarlioglu and Basaran (2007: 135), a variety of tasks can be designed to motivate and give learners a purpose for processing the meaning and accomplishing a desired end of product. It means that tasks can give students reason or purpose for doing the learning activities. Meanwhile, the term authenticity involved in task broadens the potential of the materials as the resource of language learning. According to Clark and Silberstein (1977: 51) cited in Nunan (2004: 53), classroom activities should reflect communicative performance in the real world. It means that the task is expected to use genuine communicative interactions outside the classroom.

Moreover, Mueller (2012) defines authentic task as a task designed for the students to assess their ability to apply standard-driven knowledge and skills to real-world challenges. In brief, a task is considered authentic when the students are asked to construct their own responses rather than select from ones presented, the task replicates challenges faced in the real world. Also, it is closely resembles actual situation in which some abilities are used and it applies in the communicative interactions.

There are some characteristics of authentic task. First, authentic task asks students to demonstrate understanding by performing task which is representative or more meaningful application. Second, authentic task asks to demonstrate proficiency by doing something instead of selecting alternatives. Third, it often asks students to construct new meaning in the teaching and learning process, the students have to analyze, synthesize and apply what they have learned. Next, authentic task is student-structure. It allows students to be more active rather than the teacher. Also, authentic task gives direct evidence of application and construction of knowledge. It means that authentic task can present what the students have learned and their proficiency.

In addition, according to Ruspita (2010: 125), communicative reading makes classroom reading more communicative by exploiting students' written work for reading practice. It means that the classroom activities can be turned in to talk about what the students read. In communicative activities, the students will

find themselves in various real-life situations where the target language must be used (Gao, 2008: 14). Gao (2008: 14) also proposes four categories of communicative activities in classroom which are (1) the conduct of the English reading class, (2) topics arising from and relevant to the students' personal life, (3) substantive topics which are educationally or professionally significant, and (4) communicative classroom activities exercise such as small-scale activities, especially "pair work", "group discussion", or "role play" are frequently used. Those activities are focused on putting the language use as the circumstances require. They makes the students are able to learn and acquire the language subconsciously, use their ideas, pass on and receive ideas, enlarge vocabulary, broaden knowledge and be more interested to read more and read better.

In summary, the authentic task requires more students' participation in the teaching and learning process. It asks students to construct meaning and apply their understanding in the communicative interactions.

9. Related Studies

There is now a general consensus in language teaching that the use of authentic materials in the classroom is beneficial to the learning process. There are many references and studies related to the use of authentic materials. Peacock (1997) suggests authentic materials as ideal motivators. They may increase the students' level on-task behavior, concentration and involvement in the teaching and learning activity more than artificial materials. His result of the study found

that learner were on task 86% of the time when using authentic materials, and 78% of the time when using artificial materials.

In line with Peacock's finding, Berardo (2006) found that positive effects by using authentic materials were that the materials were highly motivating, giving a sense of achievement when understood and encourage further reading. The participants of the research were highly motivated and preferred working with authentic materials, finding it more interesting materials.

Another research of using authentic materials was done by Shao-cing Guo (2012). He examined the effect of reading toward authentic materials. The research showed evidence of vocabulary gain and motivation increase, the students also became more involved in class discussion.

Based on the researches above, it can be summarized that authentic materials influences and stimulates students' reading motivation. It can give students more exposure of English language, increase motivation and also class interaction. Through reading authentic materials, the students can also learn new vocabulary and culture. While they learn, they can also experience the language in the real world beyond the classroom. That is why authentic materials can be used in language teaching.

B. Conceptual Framework

There are several problems in teaching and learning process of reading skill. One of the problems is the low reading comprehension of the students. This problem is related to the teacher, the students, the teaching and learning method and the reading materials. Since the aim of English teaching and learning in junior high school is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life context, the students need materials that can improve their reading comprehension.

However, from the preliminary observation, the researcher found that the reading materials for the students were only taken from course book. There were no other reading materials outside the course book due to the aim of the teacher that oriented on the need of the students to face the final exam. Some students were found having less interest on English subject because of the reading tasks which were considered monotonous. They found that the subject was boring and less important. As a result, they found difficulties in the reading comprehension. They felt difficult to find the main idea and specific information.

In fact, there are a lot of materials which can be used as reading materials to motivate the students in teaching and learning process. One of the materials is authentic materials which can be good since authentic materials contain genuine communication. They provide students with opportunities to experience language

as it is used in real-life situations. The students need to learn to communicate in English to deal with daily life context to prepare them to be ready to join the real-life situation in which they will be exposed to use of English outside the classroom.

Furthermore, reading authentic texts efficiently is a way to build up the students' confidence and also motivate them. If the teacher carefully chooses the materials, with the students' general competence, the reading activity will be success-oriented and quite motivating. Then if the students know that they have read a difficult text but they have managed to understand it adequately, they will feel confident in their own ability to read in the foreign language and will be more willing to take charge of their own learning. Highly-motivated students will lead them to enjoy reading and it will result in acquisition of the target language.

In conclusion, the researcher feels certain to use authentic materials to improve reading comprehension of the eight grade students of junior high school. Since authentic materials propose the same term with the aim of English teaching and learning process for junior high school.

CHAPTER III

RESEARCH METHODS

This chapter gives information about how this research was conducted. It includes research design, research subject, research setting, research time, research instrument, data collecting procedure, data analysis technique, the steps of action research, and validity and reliability of the data.

A. Type of the Research

This study is action research conducted in reading class. This type of research was considered as self-reflective research since it showed how a classroom dilemma was identified and improved by using a reflective research cycle of planning, acting, observing and reflecting (Burns: 2010: 2). The central idea of the action is by giving authentic materials to improve reading comprehension among the eight-grade students level of SMP 15 Yogyakarta. The researcher and the other research team members collaborated to find obstacles and weaknesses of reading comprehension process, identify the existing problems, plan and carry out the actions, then make an evaluation, reflection, and discussion of the actions implemented.

B. Research Subjects

The main subjects of this study were the grade eight students of VIII D in SMP 15 Yogyakarta in academic year of 2011/2012. There were 34 students (20 male students and 14 female students.) This class was chosen as the subject because based on the English teacher's view that the students in this class experienced some problems in learning English dealing with reading skills.

C. Research Setting

1. Place of the Research

The researcher carried out this study during academic year 2011/ 2012 in State Junior High School 15 Yogyakarta. The school is located at Jl. Tegal Lempuyang 61 Yogyakarta.

This school has 30 classrooms, consist of 10 classrooms of the first grade, 10 classrooms of the second grade, and 10 classrooms of the third grade. Each of the grades has 2 bilingual classrooms. Moreover, the participant of this study was the second grade students.

2. Schedule of the Research

The research was conducted in the second semester of the academic year 2011/2012. It was from November to May 2012. This research took place at SMP 15 Yogyakarta, focusing on class VIII D. in conducting the actions the researcher followed the schedule in which the English subject was taught twice a week every Thursday and Friday. The following table shows the timeline of the research.

Table 3. Timeline of research

No.	Activities	Months							
		November	December	January	February	March	April	May	June
1	Preliminary observation								
2	Proposal								
3	Literature review								
4	Instrument development								
5	Data collection								
6	Data analysis								
7	Report writing								

D. Data Collection Techniques and Data Analysis

1. Data Collection Techniques

The data of the research were in forms of interview transcripts, field notes, photographs. The techniques used in the research were:

a Class observation

Class observations were done to know what happened in the classroom when the action was conducted. In doing the observation, the field notes are needed to gain clear descriptions of the English teaching learning processes. The observation included the students' attitudes in learning English materials, the activities were done, and the problems occurred during the action.

b In-depth interview

The interviews were conducted to gain the data about the students' behavior and the teachers' behavior during and after the teaching and learning process. The interviewees were the grade eight students, the English teacher, the collaborator and the school principal.

c Documentation

Photographs and media were used to support the data from the class observation and the interview. They were also used to ensure the authenticity of the data from the class observation and the interviews.

2. Data Analysis

Data analysis was done to know whether there are changes or not after the action. The analysis was reported in form of a description presenting the situation in the English teaching learning process. The description of the research was supported by the data taken from the fields' notes, the interviews, and some photographs that the researcher collects during the study.

E. Data Validity and Data Reliability of the Research

1. Data Validity

Anderson et al. in Burns (1999: 161-163) define five criteria of validating research data. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

- 1) Democratic validity relates to the opportunities that the stakeholder have to be involved to share their opinions, ideas, and comments about the implication of the action research. In order to fulfill this validity, the researcher interviewed the English teacher, the collaborator and the VIII D students of SMP 15 Yogyakarta to get their views, suggestion and opinion toward the action done. Moreover, the English teacher was asked to be an observer who observes and reports the students' reaction during the teaching and learning process.
- 2) Outcome validity is about the result gained in the research. This criterion includes not only the solutions of the field problems but also the new questions that may appear after the problems are solved. This research was

expected to be able to solve the problems related to the students' reading comprehension and more general to the students' motivation and involvement in the reading activities.

- 3) Process validity concerns with the 'dependability' and 'competency' of the research in which the research participants are able to follow the research process and learn by following research. To get the process validity, the data were gathered by doing observation and taking notes during the research. Anything happened in the English teaching and learning process was noted and.
- 4) Catalytic validity focused on understanding of the research participants through the changes that they feel after the actions. The researcher fulfilled this validity by interviewing and asking the students' responses and allowed them to give critics, comments or evaluation about the change that might happen to the data resources.
- 5) Dialogic validity relates to the research that is carefully reviewed through a dialogue by using the dialogic validity. The researcher done a reflective dialogue with the English teacher and also the collaborator. The English teacher as the practitioner gave her opinions about the process and the results of the research.

2. Data Reliability

Burns in Burns (1999:163) states that triangulation is a way of arguing that 'if different methods of investigation produce the same result then the data are likely valid'. Therefore, to enhance the trustworthiness in action research, the researcher used the perspectives of different participants in order to gain more reliability than she obtains by relying on a single data gathering technique. In this research, the trustworthiness was enhanced by using multiple data gathering techniques and gaining different perspectives of the research participants (the students and the English teacher) to produce the same results considered reliable. The multiple techniques were in the forms of writing field notes, interviewing the English teacher as the observer and the students of grade eight as the subject of the research, and also taking photographs during the implementation of the actions.

F. Research Procedures

According to Burns (2010: 8), this research involves four board phases in a cycle of research. The cycle may become a continuing until it has achieved a satisfactory outcome. The action research design can be illustrated as follows;

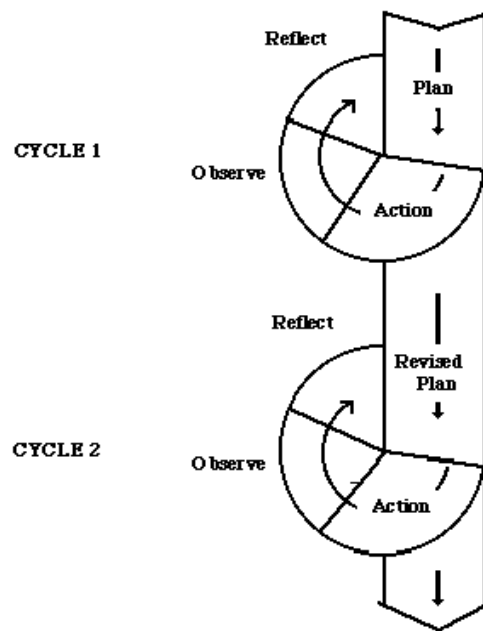


Figure II. The steps of action research

There are four steps in this research. The steps are presented as follows:

1. Determining the Reconnaissance

In this step, the researcher conducted the class observation to find practical problems of the English teaching and learning processes of the grade eight students of State Junior High School 15 Yogyakarta in general and to find the field problems related to the classroom activities in English teaching and learning processes, in particular. After observing the class, the researcher interviewed some students of the grade eight students to know the problems that they encountered when they were learning English. Besides, the researcher also

had discussions with the English teacher and the school principal to identify the field problems occurred in the English teaching and learning processes.

After finding the practical problems based on the observation and discussions, the researcher and the teacher classified the problems and decided the focus of the problems to be solved.

2. Planning

After analyzing the field problems that were serious and feasible to be solved, the researcher and the English teacher planned possible actions to solve them. The general plans were implemented in this research as follows:

- a. giving the students question and answer activities as their pre-reading activities to help the students activate their background knowledge and maintain their readiness to join the reading activities;
- b. presenting the texts in flash cards to make the students being more interested;
- c. implementing communicative reading activities to make the students more interested and able to interact with others actively during the classroom activities.

2. Action and observation

After the planning had been made was agreed together, the actions were implemented in the class. The teaching and learning process were observed and recorded in the form of field notes, and identified some problems appeared during

the process. The teacher gave the researcher feedback by observed the implementation of the actions. Based on the observations, notes, and records of the students' responses in the actions, the research member discussed the implementation. Then their evaluation was used to improve the next actions.

3. Reflection

After implementing the actions in the first cycle, the researcher made the reflection. It was to evaluate the actions implemented before. Also, in the reflection, the researcher was able to analyze whether the actions were successful or not and to analyze the failures and obstacles during the actions. The reflection was doing by analyzing the field notes and the interviews with the students and the English teacher. Then, the result of the reflection was used to improve the next actions in the second cycle.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND DISCUSSIONS

This chapter presents the results and discussions of the research findings. It also provides the identification of the problems, how the research problems and the action to solve the problems were determined, the implementations and discussions of the actions, and the general findings. The discussions include several progresses of the students' reading comprehension.

A. The Identification of The Field Problem

The research began with finding problems in the field. Interviews with the English teacher and students were conducted to gain information about the problems of the teaching and learning of reading. To support the data of the interviews, the researcher also observed the classroom activities to get the description of the teaching and learning process of reading. It could be seen from the following vignette.

Meeting : First Observation (11 November 2011)
Room : Class VIII D, SMP 15 Yogyakarta

The researcher came to the class with the English teacher. Some students were not ready yet when they came in to the classroom. The students were not at their desks and kept walking around. Right after the English teacher greeted them, they started to go back to their own desks. The English teacher greeted them by saying "Good morning," but not all of them responded it. She stood in front of the class but most of the students still talked to their friends. Before the lesson was started, she asked the researcher to sit at the back of the class. The students began to talk with their friends,

they were wondering about who the researcher was. Then the researcher began to observe the teaching and learning process.

The English teacher started the lesson by asking the students' condition. After that she asked the students to open the course book. It seemed that they had homework or an unfinished task in the last meeting. They started to discuss the task, that was about a text in the book and they had to answer the questions following the text. Some students told the English teacher that there were some students who did not finish their task. Then the English teacher just told the students to do the task. She asked them about one of the questions, but no one wanted to answer her question. She repeated the question and asked a student (male) to answer. He gave incorrect answer and had grammatical problems and poor pronunciation. The other students started to make fun of him. The English teacher tried to stop their laugh. Then she gave a chance to another student to answer, but no one wanted to be the volunteer. She then just corrected the student's answer. After that she asked another question, a yes-no question, to the students. Most of them tried to answer but they answered incorrectly. Just some could give a correct answer.

After discussing the task, the English teacher moved to the next material. It was a recount text. She read aloud the explanation of the text type in the course book and sometimes she used Indonesian. The students kept silent but some of them did not listen to her, they made Science's homework and there were some students who played their mobile phone. After explaining the text, she asked the students to translate it and answer the questions given on the book. The students replied lazily. They said, "Yaaaaa...yeees...." There were student who asked again about what she should do. The English teacher answered it in Indonesian. Then, the students started to do their task. There were some students who did not started to work, but they kept talking with their friends. After a couple minutes the bell rang. The English teacher asked whether or not the students had finished their task. Most students answered, "Not yet....belum buu....PR ajah buuu..." Then, she said that it was the end of their lesson today, and asked the students who did not finished the task to finish it at home.

The vignette above gives a description about the teaching and learning process before the actions. Based on the result of the vignette above, there were evidences that the teaching and learning process did not run effectively. The students found it uninteresting. That condition caused some problems on the students' motivation and their reading comprehension. First of all, the students were not active. They were reluctant to answer questions from the teacher and do the tasks. Therefore, when the teacher greeted them, just a few of them responded

to the greetings and the others still talked to their friends. In addition, when the teaching and learning process was about to begin, the teacher did not do anything to catch the students' attention, some of them talked to their friends or worked on another thing. The teacher just focused on her explanation and the students who paid attention to her. Second, the students also found difficulties in comprehending the text. They failed to answer the questions from the course book. It was because they had minimum vocabulary and did not have any reading strategies. Moreover, they seemed lazy, passive and less motivated to join the reading activities. Above all, the students felt that reading classes where they only did similar tasks had no significance and they did not consider the texts useful for their life.

Similarly, according to the students, they seldom used other reading materials beside the course book. It can be seen from the following interview transcripts.

Intan :*Hu uh mbak..nggak pernah. Paling cuma disuruh ngartiin di buku paket.*

That's true. We just translated some texts from the course book.

(Interview 2. Line 13-14)

Saras :*Iya Miss, nggak pernah dikasih teks-teks selain dalem buku.*

Yes, we never work with the materials besides the texts taken from the course book.

(Interview 3. Line 5)

Luluk :*Ya baca tapi trus nggak dibahas-bahas diskusi gitu. Semua tugas-tugas dan materi pokoknya dari buku paket Miss.*

We did, but we seldom discuss the texts. All of the tasks and

materials were taken from the course book.

(Interview 3. Line 7-8)

Moreover, there were some students who found difficulties dealing with reading skills.

Hanafi: *Suka aku mbak pelajaran bahasa Inggris. Tapi bosan aku ma pelajarannya kadang, gitu-gitu terus sih. Kalau membaca aku juga nggak ngerti, cara bacanya ngawur, ngartiinnya juga ngawur.*

I like English lesson but sometimes I feel bored of doing similar things every day. I also found difficulties in readings. It was hard for me to get the meaning. I pronounced the words as I know.

(Interview 3. Line 10-13)

Andi: *Readingnya kadang nggak ngerti maksudnya. Ngawur ajah ngerjainnya.*

Sometimes I couldn't understand well when I read English texts. So, I just answered the questions without any correction.

(Interview 3. Line 14-15)

Diana: *Aku nggak terlalu suka bahasa Inggris. Susah, males ngikutin pelajarannya. Soalnya nggak menarik sih kadang mbak dan bahasa Inggris gak pernah dipake. Ngerjain nggak ngerjain tugas juga ga ada bedanya.*

I don't really like English. It is difficult lesson and I found it not interesting because I never use English. There is nothing different whether or not I did the tasks.

(Interview 2. Line 16-20)

From the interviews above, it can be concluded that the problems occurred in the teaching and learning process were related to the teaching method, the materials, and the teacher and students' role. The reading activities consisted of explanation from the teacher, reading aloud, looking for the meaning of English

words, and answering the questions based on the texts. The course book played a role as the main source of the teaching and learning. The texts, the materials, and the tasks for daily activities were taken from the course book. These conditions caused a problem in their reading comprehension. They lacked of exposure in learning English. They did not get any other materials which could motivate them in learning English. They also found that reading English texts was useless because they did not use it outside the classroom and did not get any benefits of comprehending the texts. In addition, many students found difficulties in understanding the texts. They found hard to find the main idea and detailed information of the texts. It made them lazy to follow the teaching and learning process. Based on the observation of the teaching and learning process and some interviews with the students, the field problems can be identified as follow.

Table 4. Field Problems in the Class VIII D SMP 15 Yogyakarta

No	Problems	Codes
1	Too much input of the same kind of text for the students and it made reading boring and uninteresting for them and made the leaning process less effective.	Mt
2	Many students found difficulties in understanding English texts due to limited vocabulary and exposure. They found it hard to find the main idea and detailed information of the texts and hard to deduce the unfamiliar words.	S
3	The students felt unmotivated to read English texts and join the learning activities. It might be caused by the students' perception about the benefit of comprehending the texts.	S
4	The use of media in the teaching and learning reading process was not optimum.	Tl
5	The teacher did not interact with the students during their reading. The teacher-students interaction and students-	Tl

	students interaction were less.	
6	The activities in the teaching reading skill were monotonous. The tasks were mostly translation and answering the questions based on the text.	Tl
7	The teacher did not teach reading strategies to help the students' comprehension.	T

S: Students, Mt: Material, Tl: Teaching and learning process, T: Teacher

Based on the identified field problems above, it could be seen that the problems which occurred were related to the students, materials, teaching and learning process and the teacher. However, considering the limited time, energy and also fund, those problems should be determined into the most urgent problems which will be explain in the next subchapter.

B. Determining the Research Problems

Having identified the field problems, the researcher determined the research problems by weighing them and working collaboratively with the English teacher. She had a discussion with the teacher to choose the field problems based on the level of urgency. Next, they chose the most urgent problems which should be overcome. The most urgent problems were as follows.

Table 5. The Most Urgent Problems

No	Problems	Indicators	Codes
1	Too much input of the same kind of text for the students and this made reading boring and	<ul style="list-style-type: none"> • The reading materials and tasks were not varied. • The reading activities were focused more on discussing the 	Mt

	uninteresting for them and make the leaning process less effective.	<p>course book.</p> <ul style="list-style-type: none"> • The reading tasks were not varied. 	
2	Many students found difficulties in understanding English texts due to limited vocabulary and exposure. They found it hard to find the main idea and details information of the texts and hard to deduce the unfamiliar words.	<ul style="list-style-type: none"> • The students gave incorrect responses when answering questions from the tasks. • They could not recognize the core of words and could not interpret the texts well. 	S
3	The students felt unmotivated to read English texts and join the learning activities.	<ul style="list-style-type: none"> • The students rarely answered the English teacher's questions. • The students played mobile phones and chatted to their friends during the teaching and learning process. • The students liked to lay down their head on the table during the teaching and learning process. • The students seemed lazy to do the tasks. 	S
4	The activities in the teaching reading skill were monotonous. The tasks were mostly translation and answering the questions based on the text.	<ul style="list-style-type: none"> • The reading activities were focused more on discussing the course book. • The reading activities consisted of teacher's explanation, reading aloud, looking for the meaning of English words, and answering the questions based on the texts. 	TI
5	The teacher did not teach reading strategies to help the students' comprehension.	<ul style="list-style-type: none"> • The students could not skim and scan the texts. 	T

S: Students, Mt: Material, TI: Teaching and learning process, T: teacher

Having determined the most urgent problems, the researcher and the English teacher discussed them. During the discussion, the researcher proposed the most feasible problems related to the reading comprehension by considering the time, fund and the ability of the researcher to conduct the research. Then they decided four field problems. The feasibility of the field problems to be solved can be seen in the table below:

Table 6. The feasibility of the field problems to be solved

No	Problems	Codes
1	The activities in the teaching reading skill were monotonous. The tasks were mostly translating texts and answering the questions based on the text.	TI
2	Many students found difficulties in understanding English texts due to limited vocabulary and exposure. They found it hard to find the main idea and detailed information of the texts and hard to deduce the unfamiliar words.	S
3	The students felt unmotivated to read English texts and join the learning activities.	S
4	The teacher did not teach reading strategies to help the students' comprehension.	T

Those problems were related to one another. The main problem was the monotonous reading activities. It was focused on the course book for the main source of the reading lessons. In other words, the students were given materials from the course book and there were no modifications for their reading activities. Consequently, their reading materials were limited and they lacked of exposure. Those conditions made them bored, passive and less motivated to join the learning activities. They did not pay attention to the teacher's explanation and

they did not learn seriously. They thought that there was no need to learn English seriously because they found that they never use English outside the classroom. The teacher also did not teach any reading strategies to help them in comprehending the texts. As a result, they found difficulties in understanding English texts. Under those circumstances, the researcher needed to determine an action to solve those problems.

C. Determining the Action to Solve the Problems

To solve the problems, the researcher made some action plans. The action plans were focused on improving the reading comprehension by using authentic materials. These authentic materials were combined with the other actions. They were creating various and interesting reading tasks to vary the reading activities, using appropriate media, and designing pair and group works. Those actions were intended to solve the problems that caused boredom, passive and unmotivated situations of the students. The authentic materials used in reading teaching and learning process included announcements and invitation texts taken from some different sources in the internet. The use of authentic materials was intended to enhance the motivation of the students to join the reading teaching and learning process and to gain more exposure dealing with English texts in real situations. To give clear understanding on the research process, the whole steps of the research are presented below.

D. The Implementation of the Actions and Discussions.

1. The Implementation of Cycle 1

a. Planning

In this step, in relation to the authentic materials, there were some actions planned to support the use of authentic materials. They were;

- 1.)giving the students question and answer activities as their pre-reading activities;
- 2.)presenting the texts in flash cards;
- 3.)implementing communicative reading activities.

Those actions above were aimed to facilitate the use of authentic materials so that the students could comprehend the texts and the teaching and learning process could run effectively.

The topic of this cycle was invitation. The learning objectives were to enable the students to understand a functional text namely invitation by identifying some kinds of invitation cards, the generic structure, language features, and the specific information in invitation cards.

Furthermore, this cycle was conducted in three meetings. The first meeting was conducted on 5th April 2012. The learning objective was to build the students' background knowledge and gave them the model of the text. The students were introduced to the social context of an authentic model of an invitation text and the part of the invitation card. The activities included presenting the texts through flash card, conducting question and answer activity,

and comparing the model of the text with other text of the same topic but different type, informal and formal invitation. The students analyzed the part of text together and continued with questions and answers activity.

The second meeting was conducted on 12th April 2012. The learning objective was to perform the third phase of text based approach, joint construction of the text. In this meeting, the activity focused on the finding the specific information in invitation cards. In this activity the students had to work in groups to comprehend the texts. They had an information gap activity with six invitation cards to work with.

The third meeting was conducted on 13th April 2012. The learning objective was to perform the fourth phase of text based approach, which was independent construction of the text. The activity was individual text comprehension. Here are the descriptions of the activities in cycle 1.

Table 7. Description of the Activities in Cycle 1

Meeting	Date	Phase	Activity
1	5 th April	Building knowledge of the text	<ul style="list-style-type: none"> • Whole-class discussion (the teacher and the students start to discuss their experience dealing with an invitation card.) • Schema-building discussion (the students share their experience through pair discussion.) • Predicting some related vocabulary used in the topic

		Modeling of text	<ul style="list-style-type: none"> • Presentation of the texts through flash card • Silent reading activity • Identifying the characteristics of invitation cards • Identifying the expression commonly used in invitation
2	12 th April	Join construction of the text	<ul style="list-style-type: none"> • Pair works construction of text • Group work activity (information gap activity.) • Whole-class discussion
3	13 th April	Independent construction of the text	<ul style="list-style-type: none"> • Individual comprehension activities: performing task, matching activity, and open-ended question

After all the plans were designed, they would be executed in the actions and observations on the first cycle. It was done by conducting teaching and learning processes in the classroom.

b. Actions and Observations in Cycle 1

The actions were carried out in three meetings, on 5th, 12th, and 13th April 2012. During the actions, the researcher used field notes and camera to observe the teaching and learning process. The interviews were conducted at the end of the meetings. The interviews provided the information through reflection and observations gathered from the students and the teacher as collaborator of the research. Students' responses to the interviews might also provide their perceptions on what occurred in the classroom. Furthermore, related to the efforts which were done in this cycle, the following descriptions are presented.

1) Giving the students question and answer activities as their pre-reading activities.

Before the students began to read the text, the researcher gave question and answer activity. The questions were used to activate the students' background knowledge of the text, to know whether or not the students had some information about the topic given.

The researcher put a big card on the whiteboard. Then she gave the students a handout. After that, she asked the students to take a look at the first page. "Here is the same card like you have in your handout there." The students started to look at their handout and also the whiteboard. They compared the cards. Some of the students looked curious. Then the researcher asked them, "Do you have any idea about that card? Can you guess what kind of card is it?" There were some students answered, "Undangan..undangan! Undangan bu." The researcher praised them, "Great! How do you know?" They answered, "Ada tanggalnya tuh.", "Ada place bu." Some of the students answered together. "Good. There is a date and a place. Undangan bahasa Inggrisnya apa hayo? Anyone knows?" There were some students who consult the dictionary. One of them answered, "Invitation miss." Then, the researcher asked whether or not they had similar invitation. They answered it with some noises.

(Field Note 2)

At first, the students looked passive. They just watched the researcher and kept silent at the moment, but the researcher kept encouraging them to speak and gave some prompts. The picture used to open the question and answer activity could attract the students' attention. They looked curious and paid attention to the researcher. They also wanted to answer the researcher's questions. After that, she continued it with asking the students to interview their friend about their experience dealing with an invitation card. This activity was aimed to provide an

opportunity for them to be more active and prepare for the whole-class discussion.

Then, R started to ask about the students' experience related to an invitation. R asked them to interview their friend next to them. Some of them looked active interviewing their friends, but there were some others who talked to each other beyond the given context. After that, R discussed the result with them. They looked active responding the R's questions, although the situation ran uncontrolled because there were many of the students started to talk at the same time.

(Field Note 2)

The opportunity for the students to interview their friends was effective to encourage the interactions among the students. It continued with the discussion with the researcher. At that moment, the students looked more active than at first time. They could give good responses actively although they made some noises during the discussion. In this activity, the researcher tried to use English as often as possible. The implementation of classroom English included greeting the students at the beginning of the lesson, asking their condition, and checking students' attendance. However, it had to switch to Bahasa when the students looked confused and did not give any response.

R	: <i>Tadi paham gak waktu tanya jawab pas awal pelajaran?</i> Do you understand what we had discussed in the beginning of the class?
Rangga	: <i>Lumayan sih mbak, pas awalan emang sempet Cuma ndengerin. Tapi habis suruh interview temen trus tanya jawab lagi bareng-bareng di kelas udah lebih ngerti jawabannya.</i> Yes, I quite understand. Although in the beginning I just listened to you, but after I finished interviewing my friend about the same questions and we discussed it together with the whole class, I

R	could understand it better. : <i>Paham ya berarti walaupun tanya jawabnya pake bahasa Inggris?</i> So, does it means that you can understand when I used English in this activity?
Rangga	: <i>Ya lumayan paham asal jangan cepet-cepet ngomongnya.</i> Yes, I did, but don't speak too fast.

(Interview 5. Line 8-14)

R	: <i>Gimana tadi belajarnya, ada kesulitan gak waktu tanya jawab pertama tadi?</i> Do you have difficulties in the question and answer activity?
Saras	: <i>Lumayan miss, ngerti sebenarnya, tapi kalo suruh ngomong panjang susah.</i> Little bit. Honestly I could understand it, but it was hard for me to speak.
R	: <i>Jadi, apa merasa sulit memahami kalo pelajarannya pakai bahasa Inggris?</i> So, do you feel it was difficult when I used English in our activities?
Saras	: <i>Enggak juga sih, cuma malu kalo disuruh ngomong sendirian takut salah.</i> I don't think so. I'm just unconfident to speak in front of my friends, I was afraid to make a mistake.
R	: <i>Gak papa yang penting kalian mau mencoba, tapi tadi miss Amy tau kuk kalo jawabanmu bener. Lain kali harus berani ya.</i> That is okay as long as you want to try. I knew that you had a correct answer. Next time you have to be brave, okay.
Saras	: <i>Iya miss.</i> Okay miss.

(Interview 6. Line 1-11)

From the transcripts above, it can be concluded that the question and answer activity both between the researcher and students and between the students and students could make the class more alive. The teaching and learning process was not teacher centered anymore but there were interaction between the

members of the class. But still, there were only the students who were sitting at the front rows responded the question actively.

2) Presenting the texts in flash cards.

The researcher stuck big invitation cards on the whiteboard and also delivered smaller cards to the students. It was aimed to attract the students' attention. Before explaining the cards, the researcher asked them about what should be written in the invitation card. Most of them enthusiastically gave their opinion. There were two texts used in this activity, those were invitation of photo exhibition and a pasta party invitation.



Figure III. The researcher was explaining the material

The use of media in presenting the texts could grab the students' attention. They did not perform the behaviors like the previous lesson when the researcher came for the preliminary observation.

The researcher started to give some explanation about invitation with the cards in the whiteboard as the media. Almost all the students listened to the explanation; they paid attention to the explanation. There were no students talked to each other.

(Field Note 2)

The fields note above shows that there were improvements in the students' behaviors during the teacher's explanation. There were no students who talked to each other or played mobile phone during the explanation. The students paid attention and listened to the explanation and finally they followed the teaching and learning process. They were also willing to answer the questions although they still did some mistakes.

Moreover, there was an improvement in their reading interest. The students' interest can be seen in the following interview transcript.

Saras	<i>:Kita sih nggak pernah membaca kaya gini Miss, cuma dikasih tugas-tugas. Kalo gini kan jadi lebih seru Miss.</i> We never had a reading class like this before; we were just given some tasks to accomplish. We felt that this kind of activity was more fun.
Intan	<i>:Hu uh Miss..nggak pernah. Paling cuma disuruh ngartiin di buku paket.</i> Yea that's true. We just translated some texts from the course book.

(Interview 6. Line 34-37)

R	<i>: Saras dan Robi gimana pendapat kalian tentang teks-teksnya? Apa teks-teksnya menarik?</i> What is your opinion about the texts? Do you think they were interesting?
Saras	<i>:Iya Miss, soalnya lebih singkat. Ada gambar-gambarnya dan berwarna juga jadi menarik Miss.</i>

Robi	<p>Yes Miss, they were interesting because they were shorter than the texts in the course book. There were also some colorful pictures in it.</p> <p><i>:Iya hu uh miss..teksnya menarik karena ada variasi gambar dan warnanya.</i></p> <p>Yes, I do agree Miss. The texts were interesting because of the variation of the pictures and the color.</p> <p>(Interview 6. Line 38-43)</p>
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The texts were considered interesting for the students. They liked them because they contained picture and colorful. Those points of the texts were successful to enhance the students' reading interest. Their reading interest could also be seen from this photograph.



Figure IV. The students were reading the cards

The students gave a positive response when the researcher instructed them to read the text silently.

Moreover, the texts also gave the students new situation in experiencing the target language. From the interview, it was found that the students were interested in having new materials.

R	: <i>Hanafi, gimana selama belajar pakai teks-teks authenticnya?</i> Hanafi, what is your opinion about the lessons where authentic texts were used in our reading activities?
H	: <i>Menarik Miss..soalnya teksnya macam-macam beda dari biasanya..tidak itu-itu saja.</i> It was interesting Miss, because I've got many kinds of text that different from the previous lessons.

(Interview 7. Line 2-5)

The students' improvement can also be seen in the field note below that the students were active during the discussion. The students wanted to take a part in identifying the characteristics of invitation cards and answered the researcher's questions although they seemed shy and worry to make mistakes.



Figure V. The student was identifying the language features of the text

Then the researcher led the students to discuss the part of invitation card. Some students answered enthusiastically and some others only listened to their friends' answers. The researcher then explained about the language features of invitation card. She asked the students to come in front and show their answer. The students seemed shy and they started to point their friend to come in front. The researcher then offered some of them to be volunteers. They came in front and started to write the answer in turn. The other students kept giving their friends some answers from the back. There were so many different answers and it made the volunteer confused. Then the researcher started to prompt them.

After finished analyzing the parts of the invitation cards, the researcher led a discussion to compare those invitation cards with the invitation cards which the students have ever found in Indonesian context.

(Field Note 2)

In the discussion activity, the use of media could effectively motivate the students to read. They felt enthusiastic because of the authentic materials which contained pictures. As a result the texts could raise the students reading motivation. Those conclusions can be seen in the following interview transcripts.

R : *Apa kamu suka teks-teksnya? Jadi suka ngebaca teksnya nggak?*
Did you enjoy dealing with the texts? Did you like to read those texts?
K : *Ya, saya cukup tertarik membacanya karena teks-teksnya cukup menarik untuk dibaca,*
Yes, I did. I liked to read the texts because they were interesting.
R : *Apakah teks-teksnya membuat kamu jadi termotivasi untuk membaca?*
Did the texts motivate you to read?
K : *Ya.*
Yes.

(Interview 8. Line 8-13)

R : *Jadi termotivasi membaca nggak kalian?*
Did the texts motivate you to read?
Rofi : *Iya Miss.*
Yes Miss.
Bagus : *Iya.*
Sure.
Siti : *Sangat termotivasi karena jadi lebih ingin tau dan belajar bahasa Inggris.*
Sure, I was really motivated by the texts because they made me more curious and want to learn English.

(Interview 9. Line 7-11)

3) Implementing communicative reading activities

In order to facilitate the use of authentic materials, there were some reading tasks created, such as matching, reading completion, vocabulary guessing meaning, and multiple choice tasks. Indeed, those various tasks could vary the reading activities. It could be concluded based on the interview transcript with the English teacher below.

R	<i>:Gimana pendapat ibu tentang materi yang saya pakai tentang tugas tugasnya?</i> What is your opinion about the materials I used Mam? What do you think about the tasks?
ET	<i>: Ya sudah lumayan bagus, hanya ada kesalahan grammar sedikit pada pertanyaannya. Tapi ini sudah termasuk bermacam-macam tugasnya. Ada yang menghubungkan, true-false, ada comprehension, ada group work juga.</i> That was quite good materials although there were some grammatical mistakes in the comprehension questions. I think these materials varied in tasks. There were variety activities such as matching, true-false, open-ended comprehension, and also group work. (Interview 11. Line 6-11)

The tasks were divided into two, tasks which the outcomes included spoken and written language. Those tasks were conducted in communicative reading. The activities contained of pair work and group work. They involved the students reading texts and discussing the text, sharing information, information gap activity and turning them into contest.

At the first meeting, there were two tasks which were intended to check the students' understanding of the explanation from the researcher. The first one

was a matching task. In this task there were two invitation cards, the same as the cards given for the modeling of text activities. The students had to read the cards again and try to answer the questions by matching them with the answers given in the box. The other task was completing the chart by using mind mapping. They did the tasks in pair so they could share ideas.

The students enjoyed working in pair and felt interested in reading the texts. They also got some new vocabulary to learn. They tried to match them with the meaning based on the context. This task was aimed to help the students learn to predict the meaning of words and to make the students did not rely too much on the dictionary like before. The task were effective enough to improve their vocabulary. This conclusion was reached based on the interview transcript below.

R	: <i>Kidung, menurutmu gimana pelajaran readingnya kemaren?</i> What do you think about the reading lesson Kidung?
K	: <i>Suka Miss, soalnya saya bisa mempelajari kosa kata baru.</i> I like it, because I could learn some new vocabulary Miss.
R	: <i>Oh iya ya. Terus menurut Kidung bagian mana yang menarik?</i> Oh really? Well, and then which one is interesting to you?
K	: <i>Yang saya sukai mengisi beberapa pertanyaan di lembar kertas.</i> I like the tasks when I should answer some questions in the worksheet.
R	: <i>Kenapa?</i> Why do you think so?
K	: <i>Soalnya itu menarik teksnya Miss. Bisa kerja sama sama temen juga.</i> Because the texts were interesting and I like to work it with my friend Miss.

(Interview 8. Line 1-7)

The tasks were considered challenging for the students. Although they found that the text contained some difficult words, they felt that the text and the

tasks were interesting because they could work together with their friend. It can be seen on the interview below.

R	: Menurut kalian, apa soal-soal yang diberikan menarik? Seneng ga sama materinya? What do you think about the tasks given to you? Are they interesting? Do you like it?
E	: Sulit miss teksnya, tapi sangat menarik karena berbeda. Those texts were difficult Miss, but they were so interesting because they were different.
R	: Rahmat gimana? What about you Rahmat?
Rh	: Agak. Tapi dengan membaca kita kan jadi tau jawaban-jawabannya. Soal-soalnya malah banyak yang mudah jadinya ak ngerti teksnya. Little bit. But we could answer the questions because we kept reading the text. I consider the tasks were easier. I could understand the text while doing the tasks.
R	: Gimana kerja sama kalian? How was your pair work?
R	: Bisa lah miss, kita kan kompak. We could do it well together.
Rh	: Halah, koe wae tak andani og. I was the one who told you the answer indeed.
R	: Yo tapi kan aku sing golek neng kamus. Yes, but I tried to find the difficult words in the dictionary.

(Interview 10. Line 6-16)

It can be seen from the interview transcript above that the students collaboratively worked in the reading tasks, they could teach each other. It made the reading class a more effective learning environment.

The students looked active dealing with the task. Despite their noises, they looked active in finding the meaning of the difficult words. They also could interact well with the researcher and their friends. After they had finished

answering the questions, the researcher and the students started the discussion. The students looked active answering the questions. It could be seen in the field note below.

After the students were done, R and the students discussed the task. There was a student named Rangga who answered the questions enthusiastically. “Oke, Rangga. Please answer the first question. What’s your answer for that?” said R. “Anu Miss..Charin.”, Rangga said. “Well, oke. One more number.”. “Terus, the party on March, 20th 2010 at 7.30.” “Oke, that was stated in the box, it was not your answer.” The class started to laugh together. “Oke good Rangga, other please.” There were some students raise their hand.
(Field Note 2)

Group work activity was conducted at the second meeting in the form of information gap activity. In this activity the students could learn to cooperate with their friends. The students looked enthusiastic and excited when working with their group, and they seemed interested with the activity. Most of the students were busy working. They worked well in a group despite their noises.



Figure VI. The students were working in groups

During the group work, there was a group who had conflict. One of the group members who was the only boy in the group did not want to participate. The researcher then encouraged the group to handle the situation because they could do nothing except kept on working with the group as their responsibilities. After the discussion session was over, each group shared their result to the class by doing a short presentation. In this session, the groups took turns presenting their results. Some students were nervous and unconfident because they did not know how to speak in English and felt worry about making mistakes. The researcher motivated them. Finally, she led the class discussion after all of the groups presented their result. Most of the students were involved in this learning activity actively.

By conducting group work, the students enjoyed the learning activity, they felt so excited working with their friends. When they worked in a group, there were relaxed atmosphere among the students and the researcher. The following interview transcript reflects this situation.

- | | |
|-------|---|
| R | : <i>Gimana pelajarannya kemaren? Ada hal-hal yang kalian sukai gak selama mengikuti kelas reading ini?</i>
What do you think about the lessons? Did you find any interesting things during these reading classes? |
| Rofi | : <i>Seneng karena pelajarannya gak tegang banget.</i>
That was fun because the atmospheres of the lessons were relaxed. |
| Siti | : <i>Suka, bisa ngerjain tugas dengan berkelompok jadi lebih seru Miss.</i>
I like it, working with group was more fun and I could do the task with my friends. |
| Bagus | : <i>Iya suka karena bisa berkelompok dengan teman-teman.</i>
Yes, I like it because I could work with friends in a group. |

(Interview 9. Line 1-6)

In addition, the group work activities could reduce the students' boredom because those activities could vary their reading lessons and yet could improve their reading motivation. It can be seen from the interview transcript below.

Saras : *Yang disukai, pelajarannya jadi tidak membosankan. Suka aku ada kerja bareng temen-temen.*

I enjoyed the lessons. I did not find them boring. I also like the group work where I could work together with my friends.

R : *Tidak membosankan gimana? Bisa dijelaskan lagi nggak?*
What do you mean? Can you explain more about that?

Saras : *Pelajarannya menarik, jelas, singkat, terus nggak kaya biasanya cuma dikasih soal suruh translate.*

The lessons were interesting, clear, brief, and different. They were not like our daily English lessons.

(Interview 6. Line 17-21)

The next day, in the third meeting, besides continuing the group work, there were two invitation cards used in the form of open-ended comprehension task. The tasks were aimed to conduct the last phase of the text-based approach that was independent construction of the text.



Figure VII. The students were working the task independently

In this task, the students worked independently and their performances were used for achievement assessment. Here is the students score for the last meeting in the Cycle 1.

Table 8. Students' score of Cycle 1

NO.	NAME OF THE STUDENTS	SCORE
1	AFRILISNA HADWITYA SUKOWATI	7
2	AMARENDRA GANA ANINDITA WIKEKA	7.5
3	ANDI SAPUTRA	6.5
4	AREZA MARTA BRONA	7
5	BAGUS SANDI TRI AJI	7.5
6	DEA AFRIANANDA	9
7	DEA AMALIA	8.5
8	DETYA APRILIA	7.5
9	EVAN GITA PRATAMA	6
10	FAISHA NABILA BERLIANI	9
11	FITRIAN KIDUNG DEWABRATA	6.5
12	HANAFI SURYO NUGROHO	8
13	LISTYA DWI SARASWATI	8
14	LULU APRIYANI	7

15	MAY DIANA AYU MAHARANI	1
16	MEILIA RISTIKA PAWESTRI	6.5
17	MUHAMAD ABDILAH ROFI	5
18	MUHAMMAD BAGUS PANUNTUN	5.5
19	MUHAMMAD CATUR KUSUMA	5.5
20	MUHAMMAD RIDWAN SAPUTRA	7
21	MUHAMMAD ROBI ARROSYAD	7
22	NOVIA INTAN SARI	7.5
23	PUSPITA BELLA KURNIASARI	A
24	R.MUHAMMAD ALFATH BAGAS PUTRO	8.5
25	RADEN CAHYA KUSUMA HIDARTA	8
26	RAHMAT ROMADHON ANSHARI	5
27	REXY DIYHA ULHAQ PARAMAHAMZA	8.5
28	RISKI RAGAS PUTRA	4
29	SITI SOLEKHAH	7
30	SUSILO ANGGRAINI	7.5
31	WEIRANGGA DIGDAYA WAHDINI SALIM	9
32	YOGA GOTHAMA	A
33	YUDIT ILHAM RAMADHANA	7.5
34	YULIAN PUTRI OCTHAVIANI	8.5
	Mean	6.57

c. Reflection of Cycle 1

After implementing the action, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the action. The researcher also had interviews with the English teacher and students after the implementation. The reflections were used to plan the actions that would be implemented in the next cycle. To fulfill the democratic and dialogic validity, all the research members had an equal opportunity to

express their opinions, comments, and suggestions related to the implemented actions. The following descriptions represent the result of the reflection.

1.) Giving the students question and answer activities as their pre-reading activities.

Oral question and answer activities in the beginning of the lesson could make conducive atmosphere in the classroom and motivate the students to try to speak in English, although they were not completely done in English. Therefore, they could make the next tasks more explicit and could help the students activate their background knowledge which would be useful in comprehending the texts. As result, the students were willing to try to use English when they answered the questions. Nevertheless, there were only the same students who frequently answered the questions. The other students preferred to be passive and did not want to participate because they were shy to make mistakes.

2.) Presenting the texts in flash cards.

The use of flash cards in presenting the texts could attract the students' attention. As a result there were improvements in their behaviors. Most of students listened carefully to the explanation and there were no students who talked to their friends or played mobile phone during the explanation.

Moreover, the flash cards as the media were proven to be effective to improve the reading interest of the students. The authentic materials which were presented in color and supported with pictures could enhance the students'

reading motivation. The students were interested with the texts because they found that the texts were not boring. Pictures and color which were aimed to attract the students' attention in learning process were effective. The English teacher also agreed that the use of media could attract the students' attention and yet enhanced their reading motivation.

R	: <i>Gimana pendapat ibu tentang materi reading dalam Cycle 1 ini?</i> How were the reading materials in Cycle 1, Mam?
ET	: <i>Ya sudah bagus mbak, layoutnya bagus, berwarna dan bergambar. Penyampaiannya juga lumayan karena pakai media, jadi anak-anak lebih tertarik membaca tadi keliatannya.</i> I think it was good, the layout was good also, colored and there were pictures on it. The learning process was also good enough because of the use of media, so that the students looked more interested to read. (Interview 11. Line 18-22)

However, some of the printable version of the texts distributed to the students was not readably clear enough. The size of the texts presented in front of the classroom was also less visible for the students sitting in the back row. Some of the students felt difficult in reading the texts because there were some unclear words printed. This problem occurred because of the original texts could not be printed well. As a result it could be an obstacle of the students to improve their reading comprehension. This problem could be seen in the following interview transcript.

R	: <i>Apakah kalian menemukan kesulitan dalam memahami bacaan?</i> Did you find some difficulties in comprehend the texts?
Hanafi	: <i>Ya, cetakannya kurang jelas Miss.</i> Yes, I did. The texts were not well printed.

Rahmat : *Ada, iya bacanya susah soalnya ada yang cetakannya kurang jelas.*
Yes, it was hard to read the texts because there were some unclear texts.

(Interview 7. Line 6-10)

3.) Implementing communicative reading activities

The researcher implemented the reading activities which were communicative to create various and interesting reading tasks. It could help the students to practice the reading techniques, like skimming and skinning. In the end, those techniques could help the students to comprehend the text well. This action could vary their reading activities, and it was effective to decrease their boredom and finally they could be cooperative and active during the teaching and learning process.

The variation of the tasks, such as matching, true-false, multiple choices, and reading comprehension could vary the reading activity and considered to be challenging to the students although they found some unfamiliar and difficult words. On the contrary they also found themselves had vocabulary improvement.

Moreover, using group work was an effective way to improve the students' involvement during the teaching and learning process. The students looked more enthusiastic when working with their friends. Furthermore, the group work activity could also engage the students' individual performance which would influence group performance. In the information gap activity, all the students tried to understand the text and complete the table. The students shared

their idea to each member to succeed their group analysis. As a result, every student had an equal responsibility and opportunity to contribute to their group performance.

On the other hand, the group work activities made some disadvantages. Although, most of students were actively involved, there were some students who were not involved in the group discussion. Moreover, it was difficult to handle the students' noises during the group activities.

d. Summary of Cycle 1

Based on the reflection of Cycle 1, there were some successful and unsuccessful actions that could be reported as follows.

1) Successful Actions

- a) The question and answer activity in the beginning of the lesson could activate their background knowledge and yet made the students were willing to participate and respond the questions from the researcher. Moreover it could help the students in their reading comprehension and maintain their readiness when they had to deal with the texts.
- b) The use of flash cards as the media could attract the students' attention. Moreover, those cards which were presenting in color and picture could increase their motivation, both their reading and learning motivation.

- c) The variation of the tasks and activities could vary the teaching and learning process, and more those tasks and activities increased their reading interest and decreased their boredom.
 - d) The communicative activities were success to provide the students comprehensible input of both spoken and written language and made the class more communicative.
 - e) The group work activity could increase the interaction between the teacher and students and also interaction among students.
- 2) Unsuccessful Actions
- a) In the question and answer activity, the students who want to cooperate were only from the front rows.
 - b) Some of the texts distributed to the students could not be printed well and were not readably clear enough.
 - c) There were students who did not want to cooperate with the group because he was the only boy in the group members. It caused the group unable to optimally work in group and also disturb the other groups' performance.

2. Implementation of Cycle 2

a. Planning

The result and the reflection of Cycle 1 provided the basis for planning Cycle 2. The English teacher and the researcher concluded that there were some aspects which had to be improved. Some successful actions in the first cycle were

maintained while some unsuccessful actions were revised. The first problem dealt with the presentation of the texts. The printable version of the texts distributed to the students was not readably clear enough. Then, the time management of conducting the group works in this first cycle was still less effective. The focus of the improvement was still the same as in Cycle 1 that was improvement the students' reading comprehension.

In Cycle 2, the researcher and the English teacher planned to implement similar action like in Cycle 1 action as the following:

- 1) giving the students question and answer activities as their pre-reading activities and paraphrasing what students said to help them in sharing their thoughts;
- 2) presenting the texts in power point to make the texts clear enough for the students;
- 3) implementing communicative reading activities.

The implementation of this cycle was on 19th and 20th April 2012. Because of the limited time, the shcool only gave two meetings left to do the research since the students had to prepare the final semester examination and national examination for the nineth graders. In this cycle, the topic was Announcement. The learning objectives were to enable the students to identify some kinds of announcement and to find the specific information in the announcement.

The fourth meeting was on 19th April 2012. The learning objective of this meeting was to activate the students' background knowledge and give them the modeling of text. The activities were introducing the topic by giving question and answer activity, predicting, and discussion. Meanwhile, the last meeting was on 20th April 2012 and it was aimed to conduct group work activity and individual assessment.

Table 9. Description of the Activities in the Cycle 2

Meeting	Date	Phase	Activity
5	19 th April	Building knowledge of the text	<ul style="list-style-type: none"> • Whole-class discussion (the teacher and the students start to discuss their experience dealing with an announcement.) • Pair discussion about what information the students can found in an announcement board or website.
		Modeling of text	<ul style="list-style-type: none"> • Texts presentation through projector. • Identifying the language used and the characteristics of the text.
6	20 th April	Join construction of the text	<ul style="list-style-type: none"> • Pair works (working on cloze procedure and multiple choice tasks). • Pre-reading activity <ul style="list-style-type: none"> - Pair works discussion about school library. • Silent reading activity • Pair works activity (guessing vocabulary from context activity). • Whole-class discussion • Group work activity (Information gap activity)

		Independent construction of the text	<ul style="list-style-type: none"> • Individual comprehension activities: performing task, matching activity, and open-ended question.
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b. Actions and Observation

In this cycle the researcher and the English teacher were agreed to specify the topic into School Announcement due to the limited time of the research. The researcher and English teacher used the topic which was familiar for the students and the part of the announcement as a functional text has some points in common with invitation text.

1) Giving the students question and answer activities as their pre-reading activities and paraphrasing what students said to help them in sharing their thoughts.

In the first meeting, before started to the new material, the researcher reviewed the previous lesson.

After that, R asked about the previous lesson. ““What have you learnt last week with me?” The students answered noisily, “invitation Miss.” R asked again, “Do you remember about the point you can get from the invitation? What is the information you can get from an invitation? *Hayoo..inget nggak poin2nya?*” The students said, “Venue, place, orangnya, yang punya acara, occasion, date, time miss.” R praised them,”Good. There is some information such as venue or place, occasion, date and time, etc.” R was paraphrasing the students answer.

(Field Note 5)

The reviews of the last material were aimed to remind the students about their previous lessons and their memory of that material would be used in this topic. There were some aspects in an invitation that was similar with announcement such as time and date, people who write the text, for whom the text was written, and occasion. That was why their memory about the last lessons could help them.

In the review session, the students looked active. The students still used mix language, Bahasa and English, but the researcher kept encouraging them by paraphrasing their answer to help them sharing their ideas. They answered the researcher's questions enthusiastically. Most of the students still remember about the previous material. After that, the researcher introduced the new topic to the students by showing the picture in the projector.

The students looked curious about what would R going to show them in the projector. They started to guess and make some jokes. R asked, "What is that? Anyone knows?" The students answered, "Papan miss.", "Paper!", "Tempelan miss." R replied, "Yes, good. But think again. Where do you think you can see that board?" Students said, "In the school." R praised them, "Great! Okay, then does your school have an announcement board?" The students replied it, "yeeees." R continued, "Yulian, what can you get by reading the board?" Saras answer, "Em,,anu miss. About jadwal." R paraphrased it, "You can find a schedule there. Okey good."

(Field Note 5)

Here, the students looked active and responded the questions enthusiastically. The researcher tried to encouraging them to speak and share their ideas, praising them for what they got right, and help them by paraphrasing their words. It was effective enough to urge them to try.

R : *Waktu tanya jawab di awal tadi bisa ngikutin enggak?*
Do you find difficulties in the question and answer activity?

D : *Bisa miss, tanya jawabnya gampang kuk. Lagian enak bisa dibantuin kalo kita salah ngomong. Temen-temen juga pada jawab aku jadi ikut semangat.*
I don't think so. It was easy because you helped us to speak in English. My friends were also looked enthusiastic in answer the questions, it made me enthusiastic too.

(Interview 12. Line 12-15)

R : *Gimana Radit, apa masih kesulitan pas diawal pelajaran?*
Do still found difficulties in the beginning of the lesson, Radit?

Radit : *Ya udah lumayan enggak miss. Soalnya materinya gak terlalu beda sama yang kemaren.*
Not really. I found the materials were similar with the previous one.

R : *Kalo beda apa juga masih gak mau ikut jawab kalo ditanya?*
If the materials were different, do you still did not want to participate?

Radit : *Ya kalo dibantuin kaya tadi sih mau miss, aku jadi ga takut salah.*
If the teacher helped me like that, I was not afraid to make a mistake Miss.

(Interview 13. Line 7-12)

From the interview transcripts above, it can be seen that there were improvements on the students self confidence and the motivation in joining the teaching and learning process. Although, the students still made some noises in the classroom, but the researcher could reduce the noises by giving turn to the students to answer it orderly.

2) Presenting the texts in power point to make the texts clear enough for the students.

The use of power point in the beginning of the lesson, when the researcher introduce topic by giving question and answer activity and when the researcher

had to perform the modeling of text was effective. Because of the classroom was not provided with a projector, the researcher had to ask a permission to use the meeting room.

R	: <i>Sepertinya media kertas kemarin tidak cukup efektif untuk anak-anak yang duduk dibelakang bu. Apakah saya bisa meminjam ruang aula untuk satu hari?</i> I think the media I used yesterday was not effective enough. The students from the back rows could not see it well. Could I use the meeting room just only one day mam?
ET	: <i>Iya ya mbak, kurang besar soalnya yang kemaren. Kelas biasa ini memang tidak dilengkapi dengan LCD, tidak seperti kelas bilingual. Coba nanti saya mintakan ijin untuk memakai aula. Udah lama anak-anak tidak kesana juga.</i> I thought so. It was not big enough to see from the back of the classroom. This class did not provide with LCD like the bilingual class. I will help you to ask a permission to use the meeting room. I did not use the meeting room for a long time indeed. (Interview 11. Line 23-30)

The use of meeting room could also give a different view of the students. It could refresh their mind. It can be seen from the interview below.

R	: <i>Gimana seneng nggak belajar di aula?</i> Are you happy studied in this meeting room?
Radit	: <i>Seneng miss, jadi ga terus-terusan di kelas..kan bosen. Harusnya sering-sering kesini miss.</i> Yes, we could get a new situation. We should be here often I think.
R	: <i>Ya kalau memang ada kesempatan, mungkin kalian bisa memberi saran bu guru buat kesini lagi besok.</i> You can ask your teacher next time. If this room is available maybe you can use it to study English.
Radit	: <i>Iya ya miss ya.</i> Yes, you are right miss. (Interview 13. Line 1-6)

Moreover, in the question and answer activity there was a picture of school announcement board presented through projector in the beginning to open the question and answer activity. The use of power point could catch the students' attention and interest. It could make the students were able read the texts well from their desks.

R	: <i>Gimana kemaren teksnya? Waktu dijelaskan jelas nggak?</i> How were the texts? When I gave you some explanations, could you understand?
Rexy	: <i>Ya mudah dipahami soalnya bacaannya lebih jelas.</i> Yes I understood, it was easier to understand because the texts were clearer than before.

(Interview 14. Line 1-2)

As the transcript showed above, the texts were consider to be clearer than before and it could make the student understood the text easier.

3) Implementing communicative reading activities

In the fourth meeting, after the students finished doing the question and answer activity they read two announcements which were used in the modeling of text. They had to fill in the blank and answer the multiple choice task about the announcements. In this task, they discuss it in pair and the researcher monitoring them and finally she led the discussion in from of the classroom. The students were active to answer the questions. The activity could be presented in the following field note.

After that, R gave the students handout and asked them to try to do Task 2. S looked enthusiastic working the task. They worked in pair and discussed some vocabulary with the other pairs. S looked active to discuss and share their ideas. There were some of them who consulted the dictionary. After reading, R conducted the post reading activity to review the difficult words that the students found. Here, the students started to tell their new vocabulary finding and shared their findings to their friend. R helped to control the discussion. The discussion ran about 10 minutes.

(Field Note 5)

Furthermore, dealing with the next text, the students were provided with the discussion task at first. It was used to prepare the students about what kind of text they would work with. In this task, the students worked in pair and they looked independent enough in working with their friend. The researcher kept monitoring their activity by walking around the classroom and helping students complete the task by giving clues. There were also some students who were discussing the difficult words with their friends. Those finding can be seen on the field note and interview transcript below.

The students looked enthusiastic working with the task, there were some of the students who worked with their close friend and discussed the difficult words they found. The students looked active consulting the dictionary. There were some of the students done the task well although there were still did some mistakes.

(Field Note ...)

R : *Bagaimana menurut kamu tentang soal-soal dipertemuan ini?*

What do you think about the tasks in these meetings?

Kidung: *Suka miss, saya suka ngerjain soal-soalnya. Macem-macam soalnya. Ya seru ajah, nggak itu-itu melulu miss.*

I like working with the tasks. There were different types of questions there. I think that was exciting. We did not do the same type of task.

From the interview above, the tasks could vary the reading activities of the students. The students could have various reading tasks and felt exited with the tasks. Moreover, the various reading tasks could bring a good atmosphere in the teaching and learning process. Although some of the students felt that the texts were sometimes difficult, here they showed their courage to keep working with the texts and could do the tasks well. They had an improvement in their comprehension. Those conclusions can be seen in the following transcript.

- R : *Apakah soal-soal yang menyangkut teks-teks yang diberikan sulit atau mudah?*
Did you consider the tasks difficult or easy?
- Kidung: *Mudah, karena kalau udah tau cara bacanya, ngerti trus jawabannya ada di teksnya.*
It was easy, since I knew how to read the text and understood the texts, the answer for each questions were in the texts.
- Rexy : *Mudah, teksnya cukup menyenangkan dan tidak membosankan.*
Ya, it was easy. The texts were quite interested and did not make me bored.
- R : *Berarti kalian bisa ngerjain ya?*
So, it meant that you could answer the questions in the tasks?
- Kidung : *Iya, bisa.*
Yes, I could.
- Rexy : *Bisa, tapi ada sedikit yang salah tadi.*
Yes, but I did a little mistake.

(Interview 14. Line 7-14)

In the interview transcript above, it can also be seen that the students felt interesting and enjoy with the reading activities. The texts could give them a new experience and increase their courage to deal with the tasks. Thus, the texts could

decrease their boredom and finally enhance their reading motivation. When the students were interested with the texts, they kept trying to work with the texts although they considered the texts contained some new vocabulary.



Figure VIII. The students were trying to do the tasks.

Moreover, the students looked active when discussing the tasks with the researcher. Most of them had high enthusiasm in answering the questions during the discussion so the researcher had to give the same opportunity for each of them by giving a rule one student-one question each. It meant that there would be a priority to who was seldom answering the questions.



Figure IX. The student was actively joining the teaching and learning process.

In the group work activity, the students were dealing with announcement website of a school. There were eight cards contained different announcement. Each of the students counted one to eight and they got one card. They read the card enthusiastically and started to comprehend it. After that they joined with their group, each group consisted of eight students. This group work activity was turned into contest, so each group had to try to be the winner. In this activity, the students looked eager to read and stimulated competitive atmosphere around the students. They had high motivation to be the winner of the activity. It can be seen in the field note and interview transcript below.

They made their own strategy which was suit to them. They looked busy working together with their group.

(Field Note 5)

R : *Bagus donk, terus gimana perasaan kalian? Seneng gak belajar reading gini?*

That was good, then how was your feeling? Do you happy learning reading likes this?

Deta : *Seneng miss, nggak tegang.*
 Yes, I was happy, it was relax.
 Yulian : *Seneng, jadi bisa bersaing sama grup yang lain biar menang.*
 Yes, I was happy, because I could compete with other groups so I could be the winner.

(Interview 15. Line 4-7)

The students felt enjoy the game and they were happy after the activity finished. They liked to do the group work activity and yet could enhance their comprehension. It can be seen from the interview transcript below.

R : *Gimana tadi gamenya?*
 How was the game?
 Deta : *Agak bingung awalnya, tapi bis dicontohin udah jelas. Seru miss.*
 It was little bit confusing at first, but the example could help me to understand the game. That was exciting.
 Yulian : *Lumayan miss, tapi ada yang lupa tu loh miss.*
 Not so bad, but there were some part that we forget.
 R : *Bisa gak tadi ngisi tabelnya?*
 Could you complete the table?
 Deta, Yulian : *Bisa miss.*
 Yes, we could.

(Interview 15. Line 8-13)

After that, the researcher conducted the independent construction of the text. Here, there were a multiple choice and open-ended questions. Here is the students' score for the last assignment. This score were taken from the last task. The students were done independent construction of the announcement text. They were done the task individually as their final score for this material.

Table 10. Students' score of the second cycle

NO.	NAME OF THE STUDENTS	SCORE
1	AFRILISNA HADWITYA SUKOWATI	8
2	AMARENDRA GANA ANINDITA WIKEKA	8
3	ANDI SAPUTRA	4
4	AREZA MARTA BRONA	7
5	BAGUS SANDI TRI AJI	8
6	DEA AFRIANANDA	8
7	DEA AMALIA	8
8	DETYA APRILIA	8.5
9	EVAN GITA PRATAMA	8
10	FAISHA NABILA BERLIANI	8
11	FITRIAN KIDUNG DEWABRATA	8
12	HANAFI SURYO NUGROHO	8
13	LISTYA DWI SARASWATI	9.5
14	LULU APRIYANI	9.5
15	MAY DIANA AYU MAHARANI	4
16	MEILIA RISTIKA PAWESTRI	8
17	MUHAMAD ABDILAH ROFI	7
18	MUHAMMAD BAGUS PANUNTUN	7
19	MUHAMMAD CATUR KUSUMA	8
20	MUHAMMAD RIDWAN SAPUTRA	8
21	MUHAMMAD ROBI ARROSYAD	8
22	NOVIA INTAN SARI	9
23	PUSPITA BELLA KURNIASARI	5.5
24	R.MUHAMMAD ALFATH BAGAS PUTRO	7
25	RADEN CAHYA KUSUMA HIDARTA	7
26	RAHMAT ROMADHON ANSHARI	9
27	REXY DIYHA ULHAQ PARAMAHAMZA	10
28	RISKI RAGAS PUTRA	6
29	SITI SOLEKHAH	9
30	SUSILO ANGGRAINI	9
31	WEIRANGGA DIGDAYA WAHDINI SALIM	7
32	YOGA GOTHAMA	8
33	YUDIT ILHAM RAMADHANA	5.5
34	YULIAN PUTRI OCTHAVIANI	9

	Mean	7.69
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c. Reflection of Cycle 2

The reflection evaluated the implementation of some actions that had been revised based on the reflection of Cycle I. The results of the second cycle were discussed with the English teacher by analyzing the data collected from the observation in the teaching and learning process, field notes, and the interview with the English teacher and the students. The following were the result of the reflection.

1) Giving the students question and answer activities as their pre-reading activities and paraphrasing what students said to help them in sharing their thoughts.

The question and answer activity as pre-reading activity was effective to enhance the students' interaction. The help from the researcher in paraphrasing what the students say and prompting them were effective enough to increase their self confidence and motivation. They wanted to try to express their thought. It was also affective to encourage the back rows students to participate during the activity.

2) Presenting the texts in power point to make the texts clear enough for the students.

The use of meeting room could give a different atmosphere of the students. It could refresh their mind and also decrease their boredom because they always had to study in the classroom. In presenting the text, the use of power point could catch the students' attention and interest. It could make the students were able read the texts better from their desks and as a result the question and answer activity and the modeling of text could run more effective.

4) Implementing communicative reading activities

The communicative reading activities could bring a good atmosphere in the teaching and learning process. The students could interact with their friends and the researcher tasks and felt exited with the tasks. They felt interesting and enjoy with the reading activities. The activities could give them a new experience and increase their courage to deal with the tasks. They also looked independent enough in working with their friend and individually. Thus, the activities could decrease their boredom and finally enhance their reading motivation. Moreover, the students looked active when discussing the tasks with the researcher. Most of them had high enthusiasm in answering the questions.

The group work activity which was designed in the form of competition could enhance the students' motivation. They looked eager and had high motivation to do the activity in order to be the winner. Each group was doing the

game supportively. They liked to do the group work activity and yet could enhance their comprehension.

d. Summary of Cycle 2

Based on the reflection of Cycle 1, there were some successful and unsuccessful actions that could be reported as follows.

1) Successful actions

- a) The question and answer activity in the beginning of the lesson was effective to increase the interaction of the students and the researcher. It could increase the students' reading comprehension by preparing them before reading because they had time to activate their background knowledge.
- b) The use of power point was effective to enhance the students' motivation and interest of the topic. It also can improve the students' understanding about the material.
- c) The various tasks and activities were successful in increasing the students' vocabulary and also sharpening the students reading micro skills like scanning and skimming.
- d) The group work activity could make the students more active and were willing to interact with the researcher and their friends in learning contexts.

2) Unsuccessful actions

- a) The students still use *Bahasa* when it came to the question and answer activity.

- b) There were still grammatical problems occurred in the teaching and learning process.

E. General Findings

The actions were implemented in two cycles. The first cycle was done in three meeting and the second cycle was done in two meetings. Based on the reflections in each cycle, there were some points that could be concluded as follows.

1. The implementation of Cycle 1 and Cycle 2 were effective to improve the students' reading comprehension. At the first cycle, the mean score of the evaluation was 6.57 and it increased to 7.69.
2. The use of question and answer activity was effective to help the students activating their background knowledge in order to comprehend the texts. It could also increase their interaction with the researcher and improve their comprehension. They gave some positive responses to the researcher' questions.
3. Presenting the authentic materials in color and picture and also the use of flash card and power point as a media could grab the students' attention to the researcher' explanation. They did not talk to each other and there were no students who played a mobile phone.
4. The way of using authentic materials became more effective when it was combined with the communicative reading activities such as pair and group

works activities. It could increase the students' motivation and interest both in reading and in the teaching and learning process. They interacted communicatively with the researcher and their friends.

5. It still needs a longer time to improve grammatical accuracy of the students. The students still could not write without grammatical mistakes. The students' grammatical accuracy cannot be improved instantly and it needed more time as the English teacher said.

The following was the comparison description of students' improvement before and after the implementation of the actions. The table can be presented as follow:

Table 11. The Improvement before and after the implementation

No.	Before actions	After implementation			
		Actions	Cycle 1	Actions	Cycle 2
1	The activities in the teaching reading skill were monotonous. The tasks were mostly translation and answering the questions based on the text.	Implementing communicative activities.	The activities could vary the teaching and learning process, and more those activities increased the students' reading interest and decreased their boredom.	<ul style="list-style-type: none"> • Implementing communicative activities. • Conducting the teaching and learning process in the meeting room. 	The students became more active and were very enthusiastic when interact with the researcher and their friends in learning contexts.
2	Many students found difficulties in understanding English texts due to limited vocabulary and exposure. They found it hard to find the main idea and details information of the texts and hard to deduce the unfamiliar words.	<ul style="list-style-type: none"> • Implementing communicative activities. • Provide guessing vocabulary from context tasks. • Giving the students question and answer activities as their pre-reading activities. 	<ul style="list-style-type: none"> • The students were willing to participate in teaching and learning. • They could identify the specific information but still hard to get the whole meaning. • The mean score of their evaluation was 6.57 	<ul style="list-style-type: none"> • Implementing communicative activities. • Provide guessing vocabulary from context tasks. • Giving the students question and answer activities as their pre-reading activities and paraphrasing what students said to help them in sharing 	<ul style="list-style-type: none"> • The students were active and enthusiastic during the lesson. • They could identify the specific information and get the whole meaning. • The mean score of their evaluation was 7.69

				their thoughts.	
3	The students felt unmotivated to read English texts and join the learning activities.	<ul style="list-style-type: none"> • Presenting the texts in flash card. • Implementing communicative activities. 	<ul style="list-style-type: none"> • The texts could enhance the students' reading motivation. • The students were interested with the texts because they found the texts as the new exposure. 	<ul style="list-style-type: none"> • Presenting the texts in power point to make the texts clear enough for the students. • Implementing communicative activities. 	<ul style="list-style-type: none"> • The students became more active and were very enthusiastic when interact with the researcher and their friends in learning contexts. • The use of power point succeeded in raising the students' reading interest and grabbed the students' attention.
4	The teacher did not teach reading strategies to help the students' comprehension.	<ul style="list-style-type: none"> • Provide the students chances to predict the topic by giving picture. • Provide the students tasks where they could predict the vocabulary meaning through the context. 	<ul style="list-style-type: none"> • The students were more active predicting the topic during the question and answer activity. • The students were active in discussing the vocabulary with their friends. 	<ul style="list-style-type: none"> • Provide the students chances to predict the topic by giving picture. • Provide the students tasks where they could predict the vocabulary meaning through the context. • Guiding the students before reading, while reading and 	<ul style="list-style-type: none"> • The students actively used their background knowledge from the previous materials. • The students could identify the specific information of the texts well.

				<p>when reading had been complete.</p> <ul style="list-style-type: none"> • Provide scaffolding (encouraging and prompting the students.) 	
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CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This section contains the conclusions of the discussion in Chapter IV, implications and also some suggestions toward the students of SMP N 15 Yogyakarta, English Teacher in SMP N 15 Yogyakarta and other researchers.

A. Conclusions

This research was conducted in April at grade eight of SMP N 15 Yogyakarta, during the second semester of the academic year 2011/2012. This study was aimed at improving the students' reading comprehension through the use of authentic materials. There were two cycles in this action research. In the first cycle, the researcher implemented some accompanied actions as follows:

- 1) giving the students question and answer activities as their pre-reading activities;
- 2) presenting the texts through flash cards;
- 3) implementing communicative reading activities.

However, in implementing those actions, the researcher and the English teacher agreed to change several parts to make the actions work more optimally. The new things to be carried out in the second cycle were as follows:

- 1) giving the students question and answer activities as their pre-reading activities and paraphrasing what students said to help them in sharing their thoughts;
- 2) presenting the texts in power point to make the texts clear enough for the students;
- 3) implementing communicative reading activities.

The implementation of the action resulted in some improvements. Those improvements were related to the teaching and learning process of reading and the students as well. Improvement descriptions are presented below.

1. The improvements of the teaching and learning process of reading

Before the actions were implemented, the teaching and learning process of reading was conducted in the conventional ways. The teacher taught reading inspired by grammar translation approach. The activities assigned the students to translate the paragraphs. There was no communication along the students and between the students and teacher. Also, the materials used were not interesting for them to join the learning activities because the materials and activities used considered monotonous. Conversely, after the actions were implemented, the teaching and learning process of reading became more alive. It involved more interaction among the students and the teacher. The students felt more interested and got more conducive learning environment. They showed high motivation and enthusiasm in participation during the teaching and learning process of reading.

2. The improvements of the students

Before the actions were implemented, the students felt unmotivated to read and join the teaching and learning process. They found difficulties in comprehend texts and did not familiar with the reading strategies. However, after the actions were implemented, the students felt motivated and paid attention to the researcher. They wanted to join the teaching and learning process. The texts and activities were successful to enhance their motivation and trained the students to develop reading strategies. The students became more familiar with reading strategies. Then, they could apply those strategies and know how to predict vocabulary's meaning from the contexts and practice scanning and skimming. Also, in the communicative activities, they could use their ideas, pass and receive ideas, enlarge vocabulary, broaden knowledge, and more interested to read more and read better. As result, they showed improvements in their reading comprehension.

B. Implications

The results of the research are expected to give some implications to the research members. The implications of the actions are as follows:

1. The use of question and answer activity as pre-reading activity could make the students more active and responsive to the researcher. It could enhance the interaction among them and maintain the students' readiness to join the reading teaching and learning activities. It could increase the students' reading comprehension by preparing them before reading. It implies that

teacher should use pre-reading activities to help the students activate their background knowledge.

2. The use of authentic materials presented in flash card and projector could enhance the students' reading interest and motivation, and provide meaningful purpose of reading. It implies that teacher should vary the reading materials, provide texts which are authentic to bring the real-life situation and use media in the teaching and learning process.
3. The implementation of communicative activities could make the reading activities more communicative, alive, conductive, and effective. They could provide interactions and involve the students to the authentic communication which led them to the real-life situation. Therefore, the students felt happy, interesting and enthusiastic to join the reading activities. Through communicative activities, they could interact with their friends and the researcher. They found reading was not only solitary activity. As a result, they could perform a good reading comprehension. It implies that teacher should integrated reading with other skills and makes interesting activities.

C. Suggestions

Based on the conclusion and implication of the study, some suggestions will be directed toward the students of SMP N 15 Yogyakarta, English teacher of SMP N 15 Yogyakarta and other researchers.

1. To the students of SMP N 15 Yogyakarta

One of the factors which inhibit the successfulness of the teaching and learning process is students' motivation. Particularly in learning reading, the students show low motivation since they consider reading uninteresting and difficult skill to be mastered. Actually, mastering this skill will be easier if they familiarize themselves not only reading inside classroom but also reading outside, reading anything the world provides as they are interested with, and discussing it with friends. The authentic texts are everywhere and they are easy to get.

2. To the English teacher SMP N 15 Yogyakarta

Teacher has always been on a continuous search for the most adequate and efficient teaching method. Nevertheless, there are possibilities of being included in a learning context that resembles real life situation as much as possible. The researcher suggests the teacher to not only see reading as a passive and solitary activity and focus on the final test but also to the efficient language use, with emphasis on context, students, their needs, and interests. Thus, the emphasis is laid on verbal interactions among students, on the initiation of real-life like communication situations, on the use of the techniques, as well as the use of authentic materials.

3. To other researchers

For the researcher who will conduct the similar studies, they should select the authentic materials properly. Besides, the materials need to be used with appropriate activities. It is necessary to follow-up this study to get more actions to improve students' reading comprehension in other school. For

example, it is possible for other researchers to have an action research in the high school students who are expected to learn English as international language and expected to not only learn the language but also the culture. It also possible to implement the actions in this study in vocational high school which expect the students to be able to communicate both written and spoken form based on their fields.

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APPENDIX
A
COURSE GRID

RINA DESITARAHMI (07202244120)

USING AUTHENTIC MATERIALS TO IMPROVE READING COMPREHENSION OF GRADE EIGHT STUDENTS OF SMP 15 YOGYAKARTA

Course Grid of 8th Grade

Skill : Reading

Semester : 2

Basic Competence : 11. 2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

Cycle	Indicators	Topic	Learning Material				Teaching Learning Activities	Evaluation			Media
			Generic Structure of the Text	Language Function/ Feature	Grammar	Vocabulary		Technique	Form	Instrument	
1	1. Students are able to identify some kind of invitation cards. 2. Students are able to identify the specific	<i>You are invited to...</i>	a. Letterhead (formal invitation) b. Invitee (the person who is invited) c. The body of the invitation: • Occasion • Date • Time • Place d. Inviter (the person who has the event) e. Contact person	a. Formal • Cordially invite you ... • I would like you to come to ... b. Informal • ... invite/invite s you to ... • Please come to ... • Please join us ...	a. Simple present tense. • <i>I want you to come to my party.</i> • <i>Please come to my birthday party.</i> b. Passive voice	Invitation Ceremony RSVP Cordially Pasta Scout Exhibition Beyond Solitude Experience Upstairs Reception Graduation Sunscreen	a. Building Knowledge of Text • Whole-class discussion (the teacher and the students start to discuss their experience dealing with an invitation card.) • Schema-building discussion (the students share their experience through pair discussion.) • Predicting some related vocabulary used in the topic.	Questions in written form.	Written	Reading assessment • Matching • Reading completion • Open-ended reading comprehension	-Invitation cards (School Ribbon Cutting Ceremony, National Jamboree, Pasta Party, Birthday Party). -Copies of materials.

	information and language used in invitation cards.		for information	<ul style="list-style-type: none"> I want you to come to ... You are invited to ... 	<ul style="list-style-type: none"> <i>You are invited to my birthday party.</i> 	Principal Function Trick or treat Halloween	b. Modeling of Text <ul style="list-style-type: none"> Presentation of the texts through flash card Silent reading activity Identifying the characteristics of invitation cards. Identifying the expression commonly used in invitation. c. Join Construction of Text <ul style="list-style-type: none"> Pair works construction of text Group work activity (information gap activity.) Whole-class discussion d. Independent Construction of Text <ul style="list-style-type: none"> Individual comprehension activities: performing task, matching activity, and open-ended question. 				
2	1. Students are able to identify some kind of announcement. 2. Students	<i>School Announcement</i>	a. Who: the person who writes the announcement. b. What: the information <ul style="list-style-type: none"> The event/topic 	a. The language used is written briefly, clearly and specific. <i>Attention SADD students!</i>	a. Present tense and future tense <i>Mid term papers are due by the</i>	Attention Due Submit Concern Assignment Inquiries Subscription Physical	a. Building Knowledge of Text <ul style="list-style-type: none"> Whole-class discussion (the teacher and the students start to discuss their experience dealing with an announcement.) Pair discussion about what information the students can found in an 	Questions in written form	Written	Reading assessment <ul style="list-style-type: none"> Multiple choice Reading completion Open-ended reading comprehension 	-School Announcements -Copies of materials

	ts are able to get the specific information in the announcement.		<p>c. When:</p> <ul style="list-style-type: none"> The date The time <p>d. Where: the place</p>	<p><i>There will be a mandatory meeting on Thursday, September 29, in Ms. Eraqi's room 137 at 2:20pm. We will be discussing the Homecoming parade.</i></p>	<p><i>end of this week.</i></p> <p><i>There will be a mandatory meeting on Thursday</i></p>	<p>turned</p> <p>Class meeting</p> <p>Join</p> <p>Participate</p> <p>Previous</p> <p>Audition</p> <p>Quiz</p> <p>Mandatory meeting</p> <p>Tryouts</p>	<p>announcement board or website.</p> <p>b. Modeling of Text</p> <ul style="list-style-type: none"> Texts presentation through projector. Identifying the language used and the characteristics of the text. <p>c. Join Construction of Text</p> <ul style="list-style-type: none"> Pair works (working on cloze procedure and multiple choice tasks). Pre-reading activity - Pair works discussion about school library. Silent reading activity Pair works activity (guessing vocabulary from context activity). Whole-class discussion Group work activity (Information gap activity) <p>d. Independent Construction of Text</p> <ul style="list-style-type: none"> Individual comprehension activities: performing task, matching activity, and open-ended question. 				
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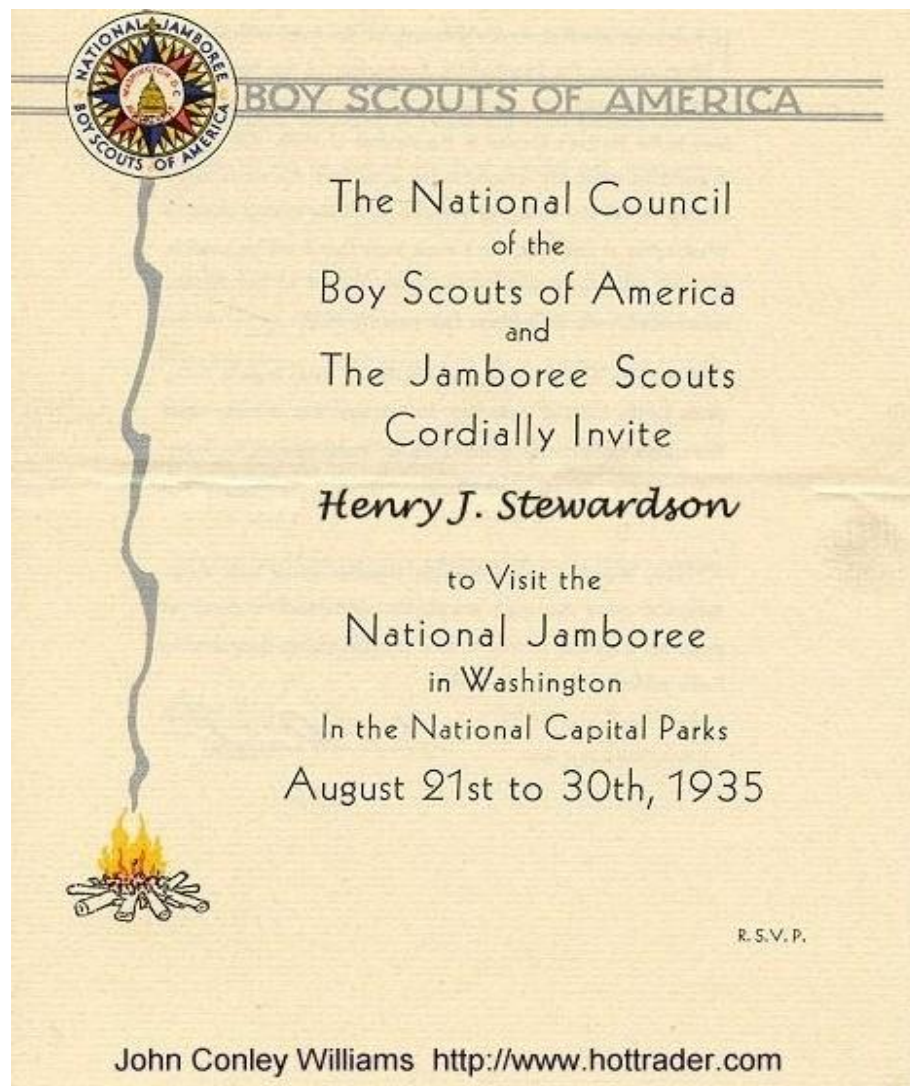
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1. INVITATION TEXTS



The following is a new meeting request:

Subject: Coffee with friend

Organiser: "IT Services" <meow@sfu.ca>

Location: Connect Cafe

Time: Friday, 6 February, 2009, 11:30:00 - 14:00:00 GMT -08:00



GRADUATE OF 2006!

ANOTHER YEAR OF SCHOOL
IS PASSING BY...
PLEASE CELEBRATE WITH US AS
JOANNA LYNN CALDWELL
GRADUATES FROM JUNIOR HIGH
THURSDAY, JUNE AND
AT 6.00 PM.
PAUL JONES MIDDLE SCHOOL
AUDITORIUM
3000 WEST MAPLE LANE
HARDWELL, C4
A RECEPTION WILL IMMEDIATELY
FOLLOW THE GRADUATION
RSVP BY MAY 21ST
555-4823

TEA PARTY WITH D'OILLIES

an exhibition of artworks by
Linda Galbraith

at
BEYOND THE ORDINARY
Tea House and Healing Centre
314 Darling Street
Balmain (upstairs)

Join Linda and Colleen for afternoon tea
at the exhibition opening.
Beyond the Ordinary
Saturday 4th April 2.30pm - 5pm

Exhibition continues until 1st May.
Hours: Monday - Friday 11 - 6pm
Saturday 10-4 Sunday 12-5



"Strange how a teapot can represent at the same time the comforts of solitude and the pleasures of company".



Let's make a splash
at Alyssa & Amanda's
Pool Party!

We'll have
food, drinks and sunscreen
for everyone -
don't forget your towel!

Sat. June 12th, 1:00pm
The Kasper Home



The Principal & Staff of PUPILCARE CRECHE & PLAY SCHOOL

Cordially invite

PRISHA BISHT'S PARENTS & GRANDPARENTS

to attend the

Annual Function Celebration

on Sunday 20th December, 2009 at 11.00 a.m.

Venue:

**Plot No. P 2/2, Pocket-M, Sector Alpha II
Greater Noida, Distt. Gautam Budh Nagar (U.P)**

you are requested to be seated by 10.45 a.m.

(Admission by Card Only)

Contact Numbers:

Gonzalez Noida Branch, Tlp: 0320-4292180, 9810610715

Noida Branch, Tlp: 9810766933

**ROUTE MAP
AT THE BACK
(Not To Scale)**

Trick or Treat!

Please join us for a Halloween party this
Saturday at 4:00 p.m.

1234 Main Street
Anywhere, ST ZIP
(888) 555-1212

There will be games and prizes for best
costume!

Please RSVP by October 25th



WMS Announcements for Tuesday, February 7, 2012

February 7, 2012

Dance tickets are on sale during lunch shifts today and tomorrow. Make sure you have your money, you will not be able to go back to your locker to get it. Dance tickets are \$2

7th Grade Powder Puff Football Game!

Come out and support the 7th grade!

Monday, Oct. 29th at 6pm

**Girls will play flag football
coached by the boys and the
band will be playing!**

Admission \$2

Raising Money for Breast Cancer Awareness!

Looking for students to join the HIT/CIM Peer Club!

Joining the HIT/CIM Student Peer club is a great way to enrich your experience at SBCC (Santa Barbara City College) by getting to know other students in your major, a way to share your experiences as a student here at SBCC, and a chance to check out and participate in the exciting social and career events. The club is planning for the Fall and Spring semesters. To go to the club website for more information about joining and about club activities, click [here](http://www.sbcc.edu/hit/announcements.php).

<http://www.sbcc.edu/hit/announcements.php>



JUNIOR HIGH Announcements

We're committed to the education of young people!

October 26, 2009

ABSENTEES:

Clark
Whitney

APPOINTMENTS:

AM

10:00 – Andrea, Kaleb
& Travon
10:30 - Whitney

PM

~~4:15 – Nikki~~
2:15 – Kylie, Clark
& Knikee

LUNCH:



Chuckwagon Patties, Macaroni &
Cheese, Salad Bar, Peach Crisp, &
Milk

OCTOBER BIRTHDAYS:



She'leatha – 10/2
Yolandi – 10/16
Diana – 10/25

Have a spooktacular
birthday!

- **GREEN** is **GRRREAT!**
- **YELLOW** is a **WARNING - SLOW DOWN!**
- **RED** is time to **WATCH YOUR GRRR!**

TODAY'S NEWS:

• **STUDENT OF THE WEEK**



Congratulations to our Student of the Week, She'leatha!! She'leatha is a pleasant young lady with a great sense of humor. She is a hard worker and seeks extra help so she can improve. She is a GRRReat role model by having good

communication skills, being respectful of others, always saying nice things about others and being very responsible. WAY TO GO... we are proud of you!!!

- 7th & 8th Grade Spelling Bee: Practice Tuesday and Wednesday at 7:50. See you there! (JW)

- Day Students: Mrs. Patterson has some information for you to take home today. Please be responsible and come by her office and pick it up. Many of you (almost all of you) did not pick up the last information I had for you. Come on guys & gals, where is your GRRR?

- 6th Grade Spelling Bee Practice: Tuesday & Wednesday. Please remember to practice your words on your own! We will discuss adding additional practice on Thursday & Friday. (SH)

APPENDIX
B
LESSSON PLANS
AND HANDOUT

LESSON PLAN

SCHOOL : SMP 15 YOGYAKARTA
CLASS/SEMESTER : VIII/2
LESSON : ENGLISH
TYPE OF TEXT : INVITATION
SKILL : READING
TIME ALLOCATION : 6 X 40 MINUTES

A. STANDARD COMPETENCE:

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. BASIC COMPETENCE:

11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

C. LEARNING OBJECTIVES

At the end of the lesson the students are able;

1. To identify some kind of invitations.
2. To identify the generic structure and language feature of invitation.
3. To find the specific information given in invitation card.

D. INDICATORS

4. Students are able to identify some kind of invitation cards.
5. Students are able to identify the generic structure and language feature of invitation.
6. Students are able to get the specific information in invitation cards.

E. CHARACTER BUILDING

1. Awareness
2. Cooperative

F. LEARNING MATERIALS

1. The characteristics of invitation:
 - c. Letterhead (formal invitation)
 - d. Invitee (the person who is invited)
 - e. The body of the invitation:
 - Occasion
 - Date
 - Time
 - Place
 - f. Inviter (the person who has the event)
 - g. Contact person for information
 - h. Special notes (optional)
Example:
 - No gift please.
 - Bring your swimsuit.
 - i. RSVP (“répondez s'il vous plaît”): respond, if you please/ please respond
2. Language used

Formal	Informal
<ul style="list-style-type: none">• Cordially invite you ...• We are please to invite you ...• I would like you to come to ...• I am please to invite you ...	<ul style="list-style-type: none">• ... invite/invites you to ...• Please come to ...• Please join us ...• I want you to come to ...

	<ul style="list-style-type: none"> You are invited to ...
--	--

3. Grammar in use:

c. Simple present tense

- I want you to come to my party.
- Please come to my birthday party.

d. Passive voice

- You are invited to my birthday party.

4. Texts

Formal Invitation



Informal Invitation

G. LEARNING METHOD

Text-based

H. LEARNING STEPS

e. Building Knowledge of Text

- Presenting an invitation card in the white board
- Whole-class discussion
 - Do you have any idea about what kind of card is it?
 - What is the invitation about?
 - Does that girl have a birthday party?
 - When does the party?
 - Where does the party take a place?
 - What is this picture (picture of a crossed doll) mean?
- Schema-building discussion
 - Have you ever got an invitation card?
 - In what occasion were you invited?
 - Who invited you?
 - Where was the occasion held?
 - When did the occasion begin?
- Practice activity focusing on related vocabulary used.

f. Modeling of Text

- Presenting the example of formal invitation (School Ribbon Cutting Ceremony and National Jamboree Invitation) and informal invitation (Birthday and Pasta Party Invitation) through flash card.
- Reading Ribbon Cutting Ceremony and pasta party invitation
- Practice activity focusing on identifying the characteristics of invitation cards.
 - Invitee - Place
 - Occasion - Inviter
 - Time
- Practice activity focusing on identifying the expression commonly used in invitation.
 - Cordially invite you to ...

- I would like you to come to ...
- I want you to come to ...
- Please come to ...
- Don't forget to come to ...
- g. Join Construction of Text
 - Discussing and editing whole class construction.
 - Pair works construction of text.
 - Group work activity.
 - Information gap activity.
- h. Independent Construction of Text
 - Individual comprehension activities: performing task, matching activity, and open-ended question.

I. REFERENCES

1. <http://www.affordableprincessparties.com/party-options.html>
2. <http://office.microsoft.com>

J. ASSESSMENTS

1. Technique : questions in written form
2. Form :
 - Matching, cloze, and open ended tasks.
3. Instrument :
 - Reading comprehension tasks
4. Scoring format :
 - Each of the correct answer and grammar: 2 points.
 - Each of the correct answer but wrong grammar: 1 point.
 - Each of the wrong answer: 0 point.

- Maximum score: $2 \times 40 = 80$
- Final score = $\frac{\text{total point}}{8} \times 10 = \text{total score}$

Yogyakarta, 2012

Teacher

Researcher

Sri Rahayuningsih, BA

NIP.1952 1024 198703 2002

Rina Desitarahmi

NIM. 07202244120

LESSON PLAN

SCHOOL	: SMP 15 YOGYAKARTA
CLASS/SEMESTER	: VIII/2
LESSON	: ENGLISH
TYPE OF TEXT	: ANNOUNCEMENT
SKILL	: READING
TIME ALLOCATION	: 4 X 40 MINUTES

K. STANDARD COMPETENCE:

12. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

L. BASIC COMPETENCE:

- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

M. LEARNING OBJECTIVES

At the end of the lesson the students are able;

1. To identify some kinds of announcement.
2. To find the specific information in the announcement.
3. To retell the announcement with their own words.

N. INDICATORS

7. Students are able to identify the topic of announcement.
8. Students are able to get the specific information in the announcement.
9. Students are able to retell the announcement.

O. CHARACTER BUILDING

3. Awareness
4. Cooperative

P. LEARNING MATERIALS

1. Announcement

The purpose: to tell information to other people.

2. The characteristics of announcement:

- e. Who: the person who writes the announcement.
- f. What: the information
 - The event/topic
- g. When:
 - The date
 - The time
- h. Where: the place

3. Language used.

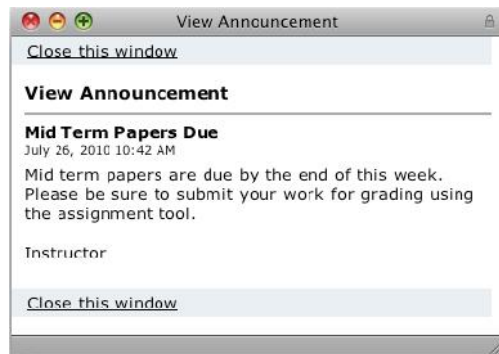
- b. The language used is written briefly, clearly and specific.

Attention SADD students! There will be a mandatory meeting on Thursday, September 29, in Ms. Eraqi's room 137 at 2:20pm. We will be discussing the Homecoming parade.

- c. Grammar: Present tense and future tense

*Mid term papers are due by the end of this week.
There will be a mandatory meeting on Thursday*

4. Texts



Q. LEARNING METHOD

Text-based

R. LEARNING STEPS

- i. Building Knowledge of Text
 - Presenting the context through picture on projector.
 - Whole-class discussion
 - Can you guess the topic of our meeting from this picture?
 - What is the picture?
 - Does your school have an announcement board?
 - Does your school have a website? Can you find announcement there?
 - What have you got by reading those announcement board or site?
 - Pair discussion about what information the students can found in an announcement board or website.
- j. Modeling of Text
 - Presenting the example of announcement through projector.
 - Pair works (working on cloze procedure and multiple choice tasks).
 - Whole-class discussion.

k. Join Construction of Text

- Pre-reading activity
 - Pair works discussion about what school library.
- Reading a school announcement.
- Pair work
 - Matching task focusing on the vocabulary
 - Open ended task
 - Problem solving task
 - True-false task
- Discussing and editing whole class construction
- Group work
 - Information gap activity

l. Independent Construction of Text

- Individual comprehension activities: performing task, matching activity, and open-ended question.

S. REFERENCES

3. <http://ehsbeta.lps.org/>
4. <http://www.sbccc.edu/hit/announcements.php>
5. <http://sites.google.com/site/schwabthomasprince/>
6. <http://mathschmidt.weebly.com>
7. <http://www.cvs.k12.mi.us/dakota/>

T. ASSESSMENTS

5. Technique : questions in written form
6. Form :
 - Matching, cloze, and open ended tasks.
7. Instrument :
 - Reading comprehension tasks
8. Scoring format :

- Each of the correct answer and grammar: 2 points.
- Each of the correct answer but wrong grammar: 1 point.
- Each of the wrong answer: 0 point.
- Maximum score: $2 \times 20 = 40$
- Final score = $\frac{\text{total score}}{2} \times 5 = \text{final score}$

Yogyakarta,

2012

Teacher

Researcher

Sri Rahayuningsih, BA

NIP.1952 1024 198703 2002

Rina Desitarahmi

NIM. 07202244120

APPENDIX
C
FIELD NOTE

Field note 1

Date: 11 November 2011

R datang ke kelas dengan ET. Anak-anak nampak ribut dan berlarian didalam kelas. Mereka lalu buru-buru duduk seelah ET masuk dan menyapa mereka. ET menyapa “good morning.”tapi siswa-siswa Nampak tidak terlalu peduli, hnya beberapa saja yang menjawab. ET lalu berdiri didepan kelas dan banyak siswa yang masih mengobrol sendiri. Sebelum memulai pelajaran, ET berkata pada R untuk duduk dibangku belakang yang kosong. Lalu siswa-siswa mulai berbicara dengan teman mereka, mereka berbisik-bisik tentang R. Lalu R mulai mengobservasi kelas.

ET memulai pelajaran dengan bertanya ke siswa siapa yang tidak msuk. Lalu ET meminta siswa untuk membuka buku. Sepertinya mereka mempunyai pekerjaan rumah atau pelajaran yang belum selesai kemarin. Mereka lalu mulai membahas soal-soal. Soal-soalnya tentang sebuah teks di buku dan mereka diminta menjawab pertanyaannya. Lalu ET meminta siswa untuk menjawab pertanyaannya. Tapi tidak ada seorangun dari siswa yang mau menjawab. ET lalu menyuruh seorang siswa laki-laki untuk menjawab. Dia menjawab dengan jawaban yang salah, pronunciation nya terdengar tidak bagus, grammarnya juga salah. Siswa-siswa lain menertawakannya. ET mencoba menghentikna mereka. Lalu ET menyuruh siswa lain menjawab, tapi tidak ada seorangpun yang mengangkat tangannya. Lalu ET mengkoreksi jawaban siswa tadi. Setelah itu ET bertanya kembali, yes-or no question. Siswa-siswa mencoba menjawab, tapi jawaban mereka tidak ada yang benar. Hanya beberapa orang saja yang menjawab benar.

Setelah membahas soal-soal, ET lalu menerangkan materi selanjutnya yaitu recount text. ET membacakan penjelasan tentang teks yang ada di buku. ET menggunakan bahasa inggris dan Indonesia. Siswa-siswa diam tapi sebagian tidak mendengarkan, mereka terlihat bermain HP di laci, mengerjakan tugas IPA. Setelah menjelaskan, ET meminta siswa untuk mengartikan teks dan menjawab pertanyaa. Siswa menjawab “Yaaaaa....yeesss..” Ada satu orang siswa yang bertanya kembali. Setelah beberapa menit bel berbunyi dan ET meminta siswa untuk mengerjakan dirumah.

Field note 2

5 April 2012

Ruang kelas VIII D

R: Researcher, SS: the students

R dan kolaborator masuk kelas pukul 10.35 a.m. R menyapa “Good morning.” dan meletakkan tas dan perlengkapan mengajar di meja guru. Kolaborator R bergegas mencari tempat duduk kosong dibelakang. R lalu menyapa ss sekali lagi setelah semua ss duduk di kursi masing-masing.

R : “Good morning class..How are you today?”

SS : “Good morning buu... I’m fine. Thank you.”

R : “Good. It’s good to be here again.”

Ss tampak antusias dengan kedatangan R. Lalu R mulai memperkenalkan diri. Tampak beberapa siswa sudah ada yang mengenal. “Mbak Amy kan mbak.” Mereka mengenal R karena R pernah KKN tahun lalu ketika mereka duduk di bangku kelas 1. R mengulang perkenal kembali dan memulai mengabsen siswa. Beberapa siswa ada yang belum masuk.

R mulai membuka pelajaran dengan bertanya pada siswa tentang pelajaran terdahulu. Beberapa menit kemudian, ET masuk kelas dan duduk dibelakang beserta kolaborator. R lalu menempelkan card di papan tulis dan memberi ss handout. Setelah itu R meminta ss untuk melihat ke halaman depan. “Here is the same card like you have in your handout there.” Ss mulai untuk mengamati handout mereka dan juga papan tulis. Mereka membandingkannya. Beberapa siswa Nampak ingin tahu. R lalu bertanya, “Do you have any idea about that card? Can you guess what kind of card is it?” Beberapa ss menjawab, “Undangan, undangan bu...” R lalu memuji mereka, “Great! How do you know?” Mereka menjawab. “Ada tanggalnya tuh.”, “Ada place bu.” R merespon, “. “Good. There is a date and a place. Undangan bahasa Inggrisnya apa hayo? Anyone knows?” Beberapa ss mulai mencari di kamus, salah satu lalu menjawab, “Invitation miss. “ lalu R bertanya apakah mereka pernah mendapat undangan yang seperti ini. Ss menjawab dengan ramai dan berbeda-beda jawaban.

Lalu R mulai menulis kata INVITATION di papan tulis dan membicarakan tentang materi hari ini berupa Invitation. R bertanya pada siswa, “How do you read this word? Bagaimana kalian membaca kata ini?” “Invitation.” Beberapa siswa mengucap dengan benar. Lalu R bertanya apakah ada yang tau tentang

invitation. Beberapa siswa tidak menjawab, beberapa yang lain menjawab dengan asal. Dan R mulai bertanya lagi, “Do you ever got an Invitation card?”. Mereka menjawab “No”, namun beberapa siswa sibuk berbicara sendiri dengan temannya. Lalu R mulai bertanya tentang pengalaman siswa terkait dengan undangan. R lalu meminta siswa untuk menginterview teman sebangkunya. Beberapa diantara mereka terlihat aktif, namun beberapa hanya mengobrol sendiri. Setelah itu, R mulai membahas hasil wawancara mereka, siswa terlihat aktif menjawab. Namun terkesan ramai, karena saling sahut-sahutan. Setelah itu mereka mengerjakan task berikutnya bersama R. mereka mulai memprediksi apa kira-kira yg ada pada sebuah undangan.

Setelah itu, R lalu meminta satu siswa untuk membantu menempel Invitation cards di papan tulis. R menempelkan dua buah invitation cards. R mulai membagikan contoh invitation card dalam bentuk kecil pada siswa. Lalu R mulai menjelaskan tentang invitation, hampir semua siswa memperhatikan R. Tidak terdengar suara siswa yang berbicara sendiri dan juga tidak ada siswa yang bermain ponsel. Lalu R meminta siswa untuk membaca. R meminta ss untuk membacakan. Siswa membaca invitation card ‘Indonesia Through the Eye of BASSAM LAHOUD’ dan ‘Pasta Party’. Setelah itu R mulai bertanya tentang isi dari invitation cards tersebut. Beberapa siswa menjawab dengan antusias dan beberapa yang lain hanya mendengarkan. R menjelaskan bagian-bagian invitation card. R meminta siswa untuk menunjukkan bagian-bagian surat di papan tulis. R meminta siswa untuk maju. Siswa saling menunjuk temannya untuk maju. Akhirnya R memanggil siswa. Siswa menandai bagian invitation card sesuai petunjuk siswa-siswa yang lain dan dengan dibantu R. Setelah bagian-bagian ditandai R mencoba mengulang penjelasan dan memberi tambahan penjelasan mengenai undangan di Indonesia sebagai bahan pembandingan.

R mulai membagikan handout kepada siswa dan meminta mereka mengerjakan Task 3. “I want you to read again the invitation cards that I give to you and discuss it in pair. Compare those two cards. Dibandingkan ya..diskusi kan tentang the opening, the language, the symbols..bedanya gimana. Then try to answer task 5. ” Beberapa siswa meminta untuk mengulang instruksi dengan bahasa Indonesia. Siswa mulai mengerjakan. Beberapa siswa bertanya pada R tentang kosa kata sulit yang mereka temui. Beberapa siswa bertanya tentang apakah jawaban mereka sudah benar. Siswa tampak mendiskusikan jawaban dengan siswa lain. Setelah selesai mengerjakan R mulai mendiskusikannya. R memberi kesempatan siswa untuk menjawab pertanyaan secara lisan. Salah seorang siswa bernama Rangga sangat antusias menjawab, dia selalu mengangkat tangannya untuk menjawab. “Oke, Rangga, Please answer the first question. What’s your answer for that?” Rangga menjawab, “Anu Miss..Charin.”, R lalu merespon,. “Well, oke. One more number.”. “Terus, the

party on March, 20th 2010 at 7.30.” “Oke, that was stated in the box, it was not your answer.” Ss lain mulai tertawa. R berkata, “Oke good Ranga, other please.” Ada dua orang yang mengangkat tangan. Lalu R melanjutkan pertanyaan. Siswa yang lain tidak mau menjawab dan akhirnya siswa-siswa menjawab dengan bersama-sama. Hanya beberapa siswa yang menjawab pertanyaan, siswa lain hanya mengikuti jawaban mereka.

Setelah itu, R meminta siswa untuk membentuk kelompok dengan menghitung 1-8 hingga membentuk kelompok dengan jumlah 4-5 orang per kelompok. Siswa berkelompok untuk bersiap mengerjakan Task 9. R menjelaskan perintah dalam tugas kelompok. R membagikan invitation cards dan juga worksheet. Setiap grup mendapat satu invitation card dan bertugas untuk melengkapi table dalam worksheet. Kemudian setiap grup saling bertukar anggota untuk menjawab task berikutnya. Baru beberapa waktu, jam pelajaran sudah habis dan belum ada kelompok yang menyelesaikan tablenya. R meminta untuk mengumpulkan hasil diskusi kelompok. Kemudian menanyai siswa tentang bagaimana pelajaran hari ini. Beberapa menjawab, “Kurang Miss waktunya kecepeten.” R lalu memutuskan untuk melanjutkan pelajaran besok dan menutup pelajaran.

Field note 3

12 APRIL 2012

Ruang kelas VIII D

R: researcher, SS: the students, ET: English Teacher

R beserta kolaborator masuk kelas pukul 10.35. R menyapa dan menanyakan kondisi mereka hari ini. Setelah itu R memulai pelajaran dengan mereview pelajaran minggu lalu. “What did you learn last week?” Siswa tidak ada yang merespon dan hanya mendengarkan R. R lalu mengulang pertanyaan dan disertai bahasa Indonesia, “What did you learn last week? Kemarin kalian belajar apa?”. Serempak siswa menjawab, “Invitation, Undangan miss.”. “Kemarin gimana tugasnya? Have you finished?”. “No miss, belum, ra rampung miss.” Lalu R meminta siswa untuk berkelompok sesuai kelompok kemarin untuk melanjutkan tugas minggu lalu. Ss kembali mengisi table pada kelompok awal mereka. Setelah itu R mulai meminta setiap kelompok untuk berhitung 1-5, setelah itu ss diminta berkumpul pada kelompok baru mereka untuk saling bertukar informasi guna melengkapi tugas selanjutnya. Ss tampak sedikit kebingungan. R memberi instruksi kepada ss supaya tidak terlalu ramai. Setelah ss sudah berkumpul dengan kelompok mereka yang baru. R meminta ss untuk mengerjakan task 12 dan

13 sesuai dengan informasi yang didapat tiap anggota. Ss mulai berdiskusi dengan antusias.

Beberapa ss sibuk membuka kamus, atau bertanya pada R. Ketika itu, ET masuk kelas dan berdiri dibelakang kelas. Setelah selesai mengerjakan dengan berkelompok, R kemudian meminta anggota kelompok untuk mempresentasikan hasil tugas mereka, beberapa anggota kelompok menuliskan hasil diskusi mereka di papan tulis. Siswa saling berebut untuk menulis di papan tulis. R lalu meminta hanya satu orang saja wakil dari kelompok yang maju ke depan kelas. Siswa tampak dapat mengerjakan tugas dengan baik, mereka dapat menjawab semua pertanyaan walaupun ada beberapa jawaban yang salah. Setelah siswa selesai menulis di papan tulis, R lalu mendiskusikan hasil pekerjaan mereka bersama. Setiap wakil kelompok menerangkan card yang mereka dapat. Ss tampak menggunakan bahasa Inggris dan Indonesia. Ss yang lain mendengarkan, dan sesekali ada beberapa anak yang menginterupsi jika jawaban ss salah. R mengontrol tiap ss supaya jika ingin menginterupsi agar mengangkat tangan dahulu supaya tidak ramai.

Setelah itu R meminta ss bergantian mempresentasikan hasil kerja kelompok mereka. Bel berbunyi sebelum siswa selesai mempresentasikan. R pun menerangkan bahwa besok mereka akan menyelesaikan tugas kelompok ini kembali. Setelah mengumpulkan worksheet siswa R menutup pelajaran.

Field note 4

13 APRIL 2012

Ruang kelas VIII D

R: researcher, SS: the students

R masuk kelas bersama kolaborator pukul 10.35 WIB. Hari ini ET tidak bisa ikut masuk kelas karena harus mengawasi kelas 9. Ss terlihat ramai di dalam kelas. R menyapa SS "Helo, good morning.". "Good morning miss." jawab SS. "How's life?" tanya R. "I'm fine thank you." jawab Ss serempak. Beberapa ss mulai berkomentar, "Miss, kita lanjutin yang kemaren yaa...", "Wah..miss belum miss belum.." dan lain-lain. R lalu mengiyakan. R meminta ss duduk dan mereview pelajaran minggu lalu. Setelah itu R meminta ss untuk berkumpul dengan kelompok mereka untuk melanjutkan presentasi minggu lalu. Beberapa Ss tampak lebih siap hari ini. Mereka membawa kertas yang bertuliskan rangkuman

apa yang akan mereka katakan. Beberapa ss member penjelasan dengan lancar, namun tetap dengan sedikit kesalahan grammar. R memuji mereka.

Setelah beberapa menit, diskusi pun usai. R lalu meminta ss duduk kembali ke bangku masing-masing. R berkata, "You did a great job for this topic. Now, you will have an individual assessment." Ss pun bersorak, "Yaaah...." R meminta ss untuk mengerjakan soal-soal secara individu. R lalu membagikan soal kepada ss. Ss pun mengerjakan dengan tenang.

Setelah selesai mengerjakan, ss mengumpulkan lembar soal dan jawaban kepada R. R lalu membahas soal-soalnya. R bertanya pada ss, "What are these invitation cards tell you? What is the occasion of card 1?" . salah seorang ss menjawab, "Jamboree." SS lain mengikuti, "Pramuka miss." R berkata, "great." Lalu R dan Ss melanjutkan ke card berikutnya. Lalu bel pelajaran pun telah berdering. R lalu mengumumkan bahwa besok ss akan belajar di aula, ss lalu bersorak, "Hoooreeeee." Mereka tampak senang. R menutup pelajaran.

Field note 5

19 April 2012

Aula

R: researcher, SS: the students

R masuk aula bersama kolaborator sebelum bel pelajaran mulai. R menyiapkan LCD. ET tidak bisa turut karena sedang ada aktivitas lain. Bel pelajaran berbunyi, ss datang. R menyapa ss seperti biasa. Ss merespon dengan antusias. R bertanya, "You look so happy guys. Gimana..suka nggak belajar di aula?". "sukaa miss.", "Gelaaap miss." . R lalu meminta ss menhidupkan lampu. Setelah ss duduk, R menanyakan tentang siapa saja yg tidak berangkat hari ini. Setelah itu R menanyakan tentang pelajaran minggu lalu. "How was your evaluation last week? Could do answer all of the questions? Bisa nggak kemaren?" SS menjawab saling sahut-sahutan. "Waah..ada yang ga bisa miss.", "Bisa miss bisaa." Lalu R mereview, "Okey, then what did you learn last week with me?". S menjawab dengan ramai, "Invitation miss." R bertanya lagi, "Do you remember about the point you can get from the invitation? What is the information you can get from an invitation? Hayoo..ingat nggak poin-poinnya?" Ss,"venue, place, orangnya, yang punya acara, occasion, date, time." Mereka menjawab secara serempak dan saling berebut. R memuji mereka, "Good. There are some information such as venue or lae, occasion, date and time, and etc." R mengulang kembali jawaban ss.

R lalu mulai menayangkan slide. Ss tampak ingin tahu. Ss mulai menebak-nebak dan bergurau. R bertanya, ““What is that? Anyone knows?” SS menjawab, “Papan miss.”, “Paper!”, Tempelan miss.” R merespon, “Yes, good. But think again. Where do you think you can see that board?” Ss berkata, “In the school.” R memuji mereka, “Great! Okay, then does your school have an announcement board?” SS menjawab serempak, “yeeees.” R menyambung, “Yulian, what can you get by reading the board?” yulian answer, “Em,,anu miss. About jadwal.” R mengulang, “You can find a schedule there. Okey good.” Lalu R meminta ss untuk berdiskusi dengan teman sebangku tentang apa saja yang bisa didapat dari announcement board. Setelah 5 menit, R lalu membahasnya bersama.

R mulai memberikan kartu berupa potongan announcement independent day festival dan mulai mendiskusikan dan menerangkan isinya dengan bantuan slide. Setelah itu, R memberi handout dan meminta Ss untuk mencoba mengerjakan task . Ss tampak antusias mengerjakan, ada yang mengerjakan dengan teman sebangku dan mendiskusikan beberapa kosa kata dengan teman lainnya. Ss tampak aktif membuka kamus. Beberapa Ss dapat mengerjakan dengan baik namun beberapa Ss ada yang masih salah. R lalu mendiskusikan task tsb, dan bertanya apakah ada kata-kata sulit yg ditemukan. R lalu menjelaskan tentang definisi announcement, bahasa yg dipakai, struktur bahasa dan grammar. Setelah itu R meminta Ss mengerjakan task 3 in pair. Setelah selesai, R dan Ss kembali mendiskusikan pekerjaan Ss. Bel istirahat berbunyi.

Setelah masuk, R dan Ss melanjutkan diskusi mereka. R meminta Ss menjawab satu per satu dengan memberi alasan. Ss mengerjakan dengan baik. setelah itu R meminta Ss mengerjakan task 5. R lalu meminta Ss untuk mendiskusikan bersama teman. Ss tampak menginterview teman sebangkunya. Beberapa menit kemudian R mengecek pekerjaan Ss bersama-sama. Ada beberapa kata yg mereka tidak tahu. Setelah itu R meminta ss menghitung 1-8 untuk membentuk kelompok. R menerangkan tentang tata cara dalam group work. Ss mendapat satu kartu. Ss lalu membaca dengan tenang dan beberapa ada yang menulis notes. Setelah itu, mereka diminta mengumpulkan kartu dan diminta berkumpul dengan membentuk kelompok, setiap kelompok harus terdiri dari ss yang bernomor 1 hingga 8. Ss segera ramai mencari kelompoknya. Lalu R meminta mereka duduk berkelompok. R membagikan handout. Ss lalu mengerjakan tugas kelompok. Ss Nampak berdiskusi dengan semangat. Namun bel segera berbunyi. Ss serempak merengek, “Misss...belum selesaiiii misss...” R lalu berkata, “Oke besok dilanjutkan.”

Field note 6

Ruang kelas VIII

R: researcher, SS: the students

R masuk kelas bersama kolaborator pukul. Ss terdengar ramai di dalam kelas. R menyapa SS "Helo, good morning.". "Good morning miss." jawab SS. "How are you class?" tanya R. "I'm fine thank you." jawab Ss serempak. R meminta ss duduk. Setelah itu R meminta ss untuk berkumpul dengan kelompok mereka untuk melanjutkan kegiatan kemarin. Ss tampak sudah lebih bisa bekerja kelompok. Mereka mengerjakan tiap-tiap bagian dengan membagi kepada temannya. Setelah beberapa menit, mereka pun usai. R lalu meminta ss untuk berdiskusi bersama. Ada seorang ss yang mengangkat tangan. R merespon, "Well, Alfath...what do you want?", "Saya mau jawab miss."

Ss Nampak sudah mau menjawab dengan mandiri. Mereka satu per satu mengangkat tangan. Diskusi pun berjalan lebih lancar. R berkata, "You did a great job again. Now, as usual you will have an individual assessment." R meminta ss untuk mengerjakan soal-soal secara individu. R lalu membagikan soal kepada ss. Ss pun mengerjakan dengan tenang.

Setelah selesai mengerjakan, ss mengumpulkan lembar soal dan jawaban kepada R. R lalu membahas soal-soalnya. Setelah beberapa menit, R pun berkata pada SS bahwa hari ini hari terakhir R mengajar. Ss pun mulai berkomentar, sebagian ss meminta nomor HP, facebook, dll. Bel pun berbunyi. R menutup pelajaran dengan salam. "Oke good afternoon class."

APPENDIX

D

INTERVIEW TRANSCRIPT

Interview Transcript 1

9 November 2011

Ruang Guru

R: researcher, ET: English teacher

Line	Interview	
1	R	Bagaimana jalannya KBM bahasa Inggris disini bu?
2	ET	Ya ngajar biasa mbak, anak-anak nanti dikasih soal-soal,
3		dieterangin gitu.
4	R	Kalau dalam mengajar skill reading bagaimana bu? Apakah
5		sama?
6	ET	Kalau reading anak-anak nanti membaca teks dibuku, men-
7		translate, belajar pronunciation juga.
8	R	Lalu..adakah kendala khusus dlm mengajar Reading bu?
9	ET	Ya itu..namanya anak-anak ya mbak..mereka masih susah
10		membaca dalam Bahasa Inggris. Ya karena di bahasa Inggris
11		kan banyak huruf-huruf mati..nha itu mereka masih kesulitan.
12	R	Bagaimana dengan motivasi anak-anak bu? Apakah mereka
13		aktif ketika dalam belajar reading?
14	ET	Kalau anak-anak..tertentu saja, yang les diluar...mereka aktif.
15		Tapi sebagian..ya itu..kurang mbak
16	R	Oh gitu ya bu..kalau boleh tau bu..apa saja yang sering
17		digunakan dalam KBM bahasa Inggris?buku/media?
18	ET	Kalau buku ya pakai. Buku paket dari sekolah.
19	R	Apakah ibu juga menambahkan materi dari buku lain atau dari
20		teks-teks lain diluar sekolah kah bu? Misalnya dari majalah atau
21		Koran
22	ET	Disamping buk paket itu, ya biasanya saya cari-cari sendiri dari
23		buku lain.
24		Contohnya LKS...atau buku lain..ya saya cari-cari sendiri.
25		Karena gini mbak...anak-anak itu tidak diperbolehkan membeli
26		buku dari sekolah
27	R	Loh, kenapa itu bu?
28	ET	Ya itu kan sekarang...sekolah memang tidak diperkenankan
29		begitu. Untuk mengurangi praktek korupsi. Jadi ya saya harus
30		usaha..fotokopi sendiri...atau ya anak-anak nyatet gitu

31	R	Oh gitu ya bu...memang agak rentan ya bu jika ada
32		pengngadaan buku sekolah. Lalu..buku-buku referensi yang ibu
33		pakai apa saja?
34	ET	Iya mbak...ya saya cuma pakai LKS ini, terus buku paket dari
35		kalau kadang-kadang..saya cari dari buku lain itu. Saya sudah
36		tidak punya waktu kalau mau cari dari luar. Saya itu juga
37		mengajar kelas 9. Apalagi kelas9 itu sedang persiapan ujian.
38		Jadi fokus saya ya di kelas 9.

Interview Transcript 2

11 November 2011

Ruang kelas VIII D

R: researcher, I: Intan, D: Diana

Line	Interview	
1	R	Halo, boleh minta waktu sebentar?
2	I	Ada apa mbak?
3	R	Gini, kan saya lagi observasi tadi ya, boleh interview kalian
4		berdua sebenatar nggak?
5	I	Ya gapapa sih mbak...gapapa tah heh?
6	D	Iya mbak.
7	R	Menurut kalian, gimana pelajaran Bhasa Inggris kalian selama
8		ini?
9	I	Ya..gitu itu mbak. Kaya tadi itu.
10	R	Apa kalau belajar reading hanya kaya tadi itu? Apa nggak
11		pernah dikasih teks apa gitu yang lain..dari buku paket terus
12		apa?
13	I	Hu uh mbak..nggak pernah. Paling cuma disuruh ngartiin di
14		buku paket.
15	R	Terus, kalian suka nggak pelajarannya?
16	D	Aku nggak terlalu suka bahasa Inggris. Susah, males ngikutin
17		Pelajarannya.
18		Soalnya nggak menarik sih kadang mbak dan bahasa Inggris
19		gak perna h dipake. Ngerjain nggak ngerjain tugas juga ga ada
20		bedanya.
21	I	Aku suka sebenarnya mbak, tapi ya emang pelajarannya gitu

22		terus kuk. Reading ya cuma gitu.
23	R	Kira-kira ada kenada laen nggak ketika kalian belajar reading?
24	I	Ya itu..soal-soal tu jarang banget dibahas. Cuma dikasih tau,
25		bener salah tok
26		mbak. Kan jadi gak tau.
27	D	Haha..gak tau nek aku mbak. Aku ya cuma ngikut kuk.

Interview Transcript 3

11 November 2011

Ruang kelas VIII D

R: researcher, S: Saras, L: Luluk, H: Hanafi, A: Andi

Line	Interview	
1	R	Menurut kalian pelajaran reading kalian selama ini gimana?
2	S	Ya baca-baca teks di buku itu miss.
3	R	Apa Cuma teks-teks dari buku ajah? Apa nggak pernah dikasi
4		teks selain itu?
5	S	Iya Miss, nggak pernah dikasih teks-teks selain dalem buku.
6	R	Lalu kegiatan readingnya seperti apa aja?
7	L	Ya baca tapi trus nggak dibahas-bahas diskusi gitu. Semua
8		tugas-tugas dan materi pokoknya dari buku paket Miss.
9	R	Kalau Hanafi sama Andi gimana pendapatnya?
10	H	<i>Suka aku mbak pelajaran bahasa Inggris. Tapi bosan aku ma</i>
11		<i>pelajarannya kadang, gitu-gitu terus sih. Kalau membaca aku</i>
12		<i>juga nggak ngerti, cara bacanya ngawur, ngartiinnnya juga</i>
13		<i>ngawur.</i>
14	A	<i>Readingnya kadang nggak ngerti maksudnya. Ngawur ajah</i>
15		<i>ngerjainnya.</i>

Interview Transcript 4

14 Februari 2012

Ruang guru

R: researcher, ET: English Teacher

Line	Interview	
1	R	Permisi bu..ini saya sudah membawa course grid, RPP dan
2		materinya untuk besok.
3	ET	Oh ya..coba saya lihat dulu.
4	R	Ini bu...kira-kira sudah sesuai belum bu?
5	ET	mm..ya udah bagus ini. Ini nanti gambar-gambar invitationnya
6		gimana dikasih ke anak-anaknya mbak?
7	R	Oh itu nanti mereka dapat satu-satu bu..bentuknya ya card gitu.
8		Lalu nanti ada yg saya tempel untuk menerangkan.
9	ET	Oh ya sudah. Sudah bagus. Teksnya juga sudah cocok. Tidak
10		terlalu sulit kalau buat anak-anak. Yang penting nanti ngajarnya
11		saja bagaimana.
12	R	Iya bu..saya mohon bantuannnya nanti ketika diobservasi.
13	ET	Iya..nanti saya bantu mbak.

Interview Transcript 5

5 April 2012

Ruang kelas VIII D

R: Researcher, Rg: Rangga

Line	Interview	
1	R	Rangga, kamu nggak jajan diluar Menurut kamu gimana tadi
2		pelajarannya?
3	Rg	Enggak miss, males ah.
4	R	Boleh ngobrol-ngobrol bentar nggak?
5	Rg	Ya boleh, gimana miss?
6	R	Gimana pelajarannya hari ini?
7	Rg	Ya lebih seru miss..lumayan.
8	R	Tadi paham gak waktu tanya jawab pas awal pelajaran?
9	Rg	Lumayan sih mbak, pas awalan emang sempet Cuma ndengerin.
10		Tapi habis suruh interview temen trus tanya jawab lagi bareng-
11		bareng di kelas udah lebih ngerti jawabannya.
12	R	Paham ya berarti walaupun tanya jawabnya pake bahasa
13		Inggris?
14	Rg	Ya lumayan paham asal jangan cepet-cepet ngomongnya
15	R	Menurutmu itu membantu gak buat pelajaran readingnya?

16	Rg	Ya aku jadi tau..kita mau bahas apa nanti itu pas bacanya.
17	R	Teks-teksnya gimana? Susah nggak?
18	Rg	Enggak terlalu sih, cuma banyak kata yang baru jadi ga tau
19		artinya.
20	R	Tapi sekarang jadi lebih banyak kosa kata yang didapet kan?
21	Rg	Iya sih miss. Kan tadi banyak dibahas barang-bareng..jadi tau.

Interview Transcript 6

5 April 2012

Ruang kelas

VIII D

R: Researcher, S: Saras, I: Intan, Rb: Robi

Line	Interview
1	R Gimana tadi belajarnya, ada kesulitan gak waktu tanya jawab?
2	pertama tadi
3	S Lumayan miss, ngerti sebenarnya, tapi kalo suruh ngomong
4	panjang susah.
5	R Jadi, apa merasa sulit memahami kalo pelajarannya pakai
6	bahasa Inggris?
7	S Enggak juga sih, cuma malu kalo disuruh ngomong sendirian
8	takut salah
9	R Gak papa yang penting kalian mau mencoba, tapi tadi miss Amy
10	tau kuk kalo jawabanmu bener. Lain kali harus berani ya.
11	S Iya miss
12	R Kalian seneng gak kalo ada tanya jawab soal topik pelajaran
13	kaya tadi?
14	S, I Iya miss seneng.
15	R Kalo boleh tau, senengnya kenapa?
16	I Ya bisa diskusi miss bareng-bareng. Jadi nggak cuma ngerjain.
17	S Yang disukai, pelajarannya jadi tidak membosankan. Suka aku
18	ada kerja bareng temen-temen.
19	R Tidak membosankan gimana? Bisa dijelaskan lagi nggak?
20	Pelajarannya menarik, jelas, singkat, terus nggak kaya
21	biasanya cuma dikasih soal suruh translate.
22	R Robi gimana? Kuk diem aja.

23	Rb	Seneng miss.
24	S	Nha iyo...kenapaaaa?
25	R	Hehe...iya kenapa kuk seneng?
26	Rb	Wah laaa...ya pokoknya beda aja, kan miss nya yang ngajar,
27		jadi seneng.
28	S	Huuu...paduneee misssss.
29	R	Haha..ya jangan karena saya donk. Pelajarannya ajah yang
30		dikomentari.
31	Rb	Iya bagus miss, jadi lebih rame..seru miss.
32	R	Yauda, lalu gimana menurut kalian pelajaran reading kita tadi
33		secara keseluruhan?
34	S	Kita sih nggak pernah membaca kaya gini Miss, cuma dikasih
35		tugas-tugas. Kalo gini kan jadi lebih seru Miss
36	I	Hu uh Miss..nggak pernah. Paling cuma disuruh ngartiin di
37		buku paket.
38	R	Saras dan Robi gimana pendapat kalian tentang teks-teksnya?
39		Apa teks -teksnya menarik?
40	S	Iya Miss, soalnya lebih singkat. Ada gambar-gambarnya dan
41		berwarna jug a jadi menarik Miss.
42	Rb	Iya hu uh miss..teksnya menarik karena ada variasi gambar dan
43		warnanya.
44	R	Oke, yaudah segini dulu ya ngobrolnya. Besok kita ngobrol-
45		ngobrol lagi ga papa kan?
46	I	ya miss, gak papa.
47	Rb	Ya gapapa tapi aku jajakke miss
48	S, I	Huu...matre dia misss.
49	R	Haha..Yauda, besok ya. Makasih ya.

Interview Transcript 7

13 April 2012

Ruang kelas VIII D

R: researcher, H: Hanafi, Rh: Rahmat

Line	Interview	
1	R	Terimakasih ya. Miss Amy mau tanya-tanya soal pelajaran kita.
2		Hanafi, gimana selama belajar pakai teks-teks authenticnya
3		tadi?

4	H	Menarik Miss..soalnya teksnya macam-macam beda dari
5		biasanya..tidak itu -itu saja.
6	R	Selain menarik, apakah kalian menemukan kesulitan dalam
7		memaham i bacaan?
8	H	Ya, cetakannya kurang jelas Miss.
9	Rh	Ada, iya bacanya susah soalnya ada yang cetakannya kurang
10		jelas.
11	R	Iya ya, ada beberapa yang agak kurang jelas ya..maaf ya. Ada
12		lagi nggak?
13		Kalian apa merasa terbantu buat memahami pelajarannya, kalo
14		kita sering diskusi?
15	H	Oh iya miss. Jadi kita bisa lebih ngerti.
16	Rh	Iya miss. Bagus itu. Kita jadi lebih seru kelasnya.
17	R	Serius ini kalian? Tapi kalian ngerti gak daritadi pelajarannya?
18	H	Ngerti donk miss, tadi aja aku udah njawab kan pas ditanya.
19		Biasanya aku juga ga ngacung miss.
20	R	Yauda, terimakasih ya. Sana kalo pada mau sepak bola.
21	H, Rh	Ya miss. Yo yo yo

Interview Transcript 8

13 April 2012

Ruang kelas VIII D

R: researcher, K: Kidung

Line	Interview
1	R Kidung, menurutmu gimana pelajaran readingnya kemaren?
2	K Suka Miss, soalnya saya bisa mempelajari kosa kata baru.
3	R Oh iya ya. Terus menurut Kidung bagian mana yang menarik?
4	K Yang saya sukai mengisi beberapa pertanyaan di lembar kertas.
5	R Oh ya..Kenapa?
6	K Soalnya itu menarik teksnya Miss. Bisa kerja sama sama temen
7	juga
8	R Apa kamu suka teks-teksnya? Jadi suka ngebaca teksnya nggak?
9	K Ya, saya cukup tertarik membacanya karena teks-teksnya cukup
10	menarik untu k dibaca,

11	R	Apakah teks-teksnya membuat kamu jadi termotivasi untuk
12		membaca?
13	K	Ya.
14	R	Oke, terimakasih ya udah mau ngobrol-ngobrol.
15	K	Iya miss.

Interview Transcript 9

13 April 2012

Ruang kelas VIII D

R: researcher, Rf: Rofi, St: Siti, B: Bagus

Line	Interview	
1	R	Gimana pelajarannya kemaren? Ada hal-hal yang kalian sukai
2		gak selama mengikuti kelas reading ini?
3	Rf	Seneng karena pelajarannya gak tegang banget.
4	St	Suka, bisa ngerjain tugas dengan berkelompok jadi lebih seru
5		Miss.
6	B	Iya suka karena bisa berkelompok dengan teman-teman.
7	R	Jadi termotivasi membaca nggak kalian?
8	Rf	Iya Miss.
9	B	Iya.
10	St	Sangat termotivasi karena jadi lebih ingin tau dan belajar
11		bahasa Inggris
12	R	Kalo ada kegiatan tanya jawab diawal pelajaran gitu suka
13		nggak?
14	St	Suka miss.
15	R	Apa kalian merasa terbantu untuk nantinya waktu reading?
16	St	Lumayan miss, kita jadi tau kita tu belajar apa
17	Rf	Yayaya, ho'o itu miss.
18	R	Bagus gimana pendapatnya?
19	B	Bagus miss, tapi yang jawab yang depan-depan terus.
20	R	Loh, kamu jawab juga gapapa..angkat tangan donk.
21	B	Aku bingung miss nek jawab pake Inggris.
22	R	Dicoba dulu donk. Besok coba ya..yang penting kamu berani.
23		Nanti kan pasti dibantu miss Amy, temen-temen juga, okey?
24	B	Yaa.. besok miss...

25	R	Oke, tetep semangat ya besok. Kita belajar topic yang berbeda.
26	St	Apa miss?
27	R	Hehe..ya besok ya... Oke, terimakasih ya waktunya.

Interview Transcript 10

13 April 2012

Ruang kelas VIII D

R: researcher, Rh: Rahmat, E: Evan

Line	Interview	
1	R	Halo, kalian tadi satu kelompok ya? Boleh ngobrol sebentar
2		nggak?
3	E	Apa miss..apa?
4	R	Kita ngrobrol soal pelajaran tadi ya..
5	E	Oalah...kirain apa miss.
6	R	Menurut kalian, apa soal-soal yang diberikan menarik? Seneng
7		ga sama materinya?
8	E	Sulit miss teksnya, tapi sangat menarik karena berbeda.
9	R	Rahmat gimana
10	Rh	Agak. Tapi dengan membaca kita kan jadi tau jawaban-
11		jawabannya. Soal-soalnya malah banyak yang mudah jadinya
12		aku ngerti teksnya.
13	R	Gimana kerja sama kalian?
14	E	Bisa lah miss, kita kan kompak
15	Rh	Halah, koe wae tak andani o
16	E	Yo tapi kan aku sing golek neng kamus
17	R	Udah...udah...semua punya kontribusi sendiri-sendiri...bagus
18		itu berarti.
19	E	Yah..mending pokoknya miss..mbok gini terus miss miss
20	Rh	Ho'o yo...jadi ra marai medeni
21	R	Loh kuk medeni?
22	Rh	Ya nek sama bu guru kan ga santai gini miss..kita gak pada
23		ngerjain kelompok gini
24	R	Loh..besok harus tetep semangat loh tapi ya..
25	E	Iya miss...santai...
26	R	Ya udah..makasih ya..

Interview Transcript 11

13 April 2012

Ruang Guru

R: researcher, ET: English Teacher

Line	Interview	
1	R	Ini kan saya sudah mengajar tiga kali ya bu..gimana menurut
2		ibu?
3	ET	Ya ngajarnya udah bagus mbak. Anak-anak kuk kelihatan
4		semangat ya..apa besok kalau udah lulus mbak Amy ngajar
5		disini saja?
6	R	Wah..ibu bisa saja. Hee..lalu bu..gimana pendapat ibu tentang
7		materi yang saya pakai tentang tugas tugasnya?
8	ET	Ya sudah lumayan bagus, hanya ada kesalahan grammar sedikit
9		pada pertanyaannya. Tapi ini sudah termasuk bermacam-
10		macam tugasnya. Ada yang menghubungkan, true-false,
11		ada comprehension,ada group work juga.
12	R	Menurut ibu kemaren itu sudah communicative belum bu?
13	ET	Oh iya..udah lumayan. Sekarang anak-anak udah bisa diajak
14		diskusi ya mbak..mereka juga udah mulai mau jawab..pake
15		bahasa Inggris juga ya. Bagus itu. Besok dipakai lagi saja
16		diskusi-diskusinya, juga group worknya.
17		Kalau bisa dijadiin game mbak, biar tambah semangat.
18	R	Kalau materi readingnya bu...Gimana pendapat ibu tentang
19		materi readin g dalam Cycle 1 ini?
20	ET	Ya sudah bagus mbak, layoutnya bagus, berwarna dan
21		bergambar. Penyampaianya juga lumayan karena pakai
22		media, jadi anak-anak lebih tertarik membaca tadi keliatannya.
23	R	Iya bu..tapi sepertinya ada sedikit kendala bu. Sepertinya media
24		kerta s kemarin tidak cukup efektif untuk anak-anak yang
25		duduk
25		dibelakang bu.
26		Apakah saya bisa meminjam ruang aula untuk satu hari?

27	ET	Iya ya mbak, kurang besar soalnya yang kemaren. Kelas biasa
28		ini memang tidak dilengkapi dengan LCD, tidak seperti kelas
29		bilingual. Coba nanti saya mintakan ijin untuk memakai aula.
30		Udah lama anak-anak tidak kesana juga.
31	R	Bisa ya bu berarti? Nanti saya siapkan materi dengan power
32		point berarti bu..
33	ET	Ya coba nanti..seharusnya sih bisa..tapi coba nanti mbaknya
34		juga ke TU dulu tanya..nanti saya bantu juga tanyakan.

Interview Transcript 12

20 April 2012

Aula

R: researcher, D: Diana

Line	Interview
1	R Diana nggak keluar?
2	D Enggak miss...males...panas.
3	R Diana temenin miss Amy ngobrol ya..mau nggak?
4	D Ngobrol apa miss? Jangan aku donk.
5	R Haha..nggak apa-apa kuk...ngobrol santai ajah. Gak ada sangkut
6	paut sama nilai.
7	D Oh..ya deh. Nakut-nakutin e miss nya.
8	R Waduh...miss Amy emang setan? Yeee...
9	D Hehe..
10	R Oke, Diana...gimana menurut kamu pelajaran kita selama ini?
11	D Seru miss...banyak diskusinya. Jadi ga bosen.
12	R Waktu tanya jawab di awal pelajaran bisa ngikutin enggak?
13	D Bisa miss, tanya jawabnya gampang kuk. Lagian enak bisa
14	dibantuin kalo kita salah ngomong. Temen-temen juga pada
15	jawab aku jadi ikut semangat.
16	R Terus gimana teks-teksnya menurut kamu? Menarik nggak?
17	D Menarik miss..kita juga beda kelasnya. Pake LCD juga. Kita ga
18	pernah tau miss...diajak kesini...padahal kalo kelas bilingual
19	ada LCDnya.
20	R Kamu suka kalo sekali-sekali kesini?

21	D	Suka lah..bosen nek gitu-giiu pelajarannya miss. Cuma tugas-
22		tugas.
23	R	Sekarang masih bosen gak sama kalo reading?
24	D	Nek gini ya nggak bosen...macam-macam kegiatannya
25		miss...teksnya juga beda.
26	R	Gitu ya..bagus deh. Harus tetep semangat ya belajarnya.
27	D	Siap miss.

Interview Transcript 13

20 April 2012

Aula

R: Researcher, Rd: Radit

Line	Interview	
1	R	Gimana seneng nggak belajar di aula?
2	Rd	Seneng miss, jadi ga terus-terusan di kelas..kan bosen.
3		Harusnya sering -sering kesini miss.
4	R	Ya kalau memang ada kesempatan, mungkin kalian bisa
5		memberi saran b u guru buat kesini lagi besok.
6	Rd	Iya ya miss ya.
7	R	lalu gimana Radit, apa masih kesulitan pas diawal pelajaran?
8	Rd	Ya udah lumayan enggak miss. Soalnya materinya gak terlalu
9		beda sama yan g kemaren.
10	R	Kalo beda apa juga masih gak mau ikut jawab kalo ditanya?
11	Rd	Ya kalo dibantuin kaya tadi sih mau miss, aku jadi ga takut
12		salah.
13	R	Kalo teks-teks nya gimana? Apa ada kesulitan buat
14		memahaminya?
15	Rd	Gak terlalu sih..sekarang udah lebih ngerti. Kegiatannya juga
16		bikin tambah ngerti miss.
17	R	Kalo kerja kelompoknya apa ada kendala?
18	Rd	Gak juga miss...pada bisa kerja sama kuk.
19	R	Baguslah..grup kamu tadi kayaknya cocok banget ya..
20	Rd	Haha..pas enak-enak miss grup ku.

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21 April 2012

Ruang kelas VIII D

R: researcher, Rx: Remy, K: Kidung

Line	Interview
1	R Gimana kemaren teksnya? Waktu dijelasin jelas nggak?
2	Rx Ya mudah dipahami soalnya bacaannya lebih jelas.
3	R Bagaimana menurut kamu, Kidung, tentang soal-soal
4	dipertemuan ini?
5	K Suka miss, saya suka ngerjain soal-soalnya. Macem-macem
6	soalnya. Ya seru ajah, nggak itu-itu melulu miss.
7	R Menurut kalian, apakah soal-soal yang menyangkut teks-teks
8	yang diberika n sulit atau mudah?
9	K Mudah, karena kalau udah tau cara bacanya, ngerti trus
10	jawabannya ada d i teksnya.
11	Rx Mudah, teksnya cukup menyenangkan dan tidak membosankan.
12	R Berarti kalian bisa ngerjain ya?
13	K Iya, bisa.
14	Rx Bisa, tapi ada sedikit yang salah tadi.
15	R Oh..salah jawaban kemaren ya Kidung.
16	K Iya e miss...aku tadi udah ragu-ragu antara dua itu, tapi malah
17	salah. Aah...
18	R Ya gak papa...group Kidung tadi juga salahnya dikit kan
19	kayaknya..bagus loh itu.
20	Rx Iya tadi harusnya kita bisa ya Dung bener
21	semua....waaah...nyesel aku dung.
22	K Iyo iki!
23	R Hehe...seneng miss Amy liat kalian semangat gini. Besok-besok
24	tetep kudu semangat loh ya..
25	K Yaah..tapi miss Amy udah ga disini lagi yaa..
26	R Iya, tapi kalian kudu tetep inget loh ya pelajarannya...miss Amy
27	juga, jangan lupa ya..
28	K, Rx Iya miss, iyaa beres.

Interview Transcript 15

21 April 2012

Ruang kelas VIII D

R: researcher, Dt: Deta, Y: Yulian

Line	Interview	
1	R	Deta, Yulian kemaren gimana menurut kalian pelajarannya?
2	Dt	Seru miss, kita kelompokannya bisa ngerjain semuanya. Kita
3		Cuma salah dikit ya kemaren..
4	R	Bagus donk, terus gimana perasaan kalian? Seneng gak belajar
5		reading gini?
6	Dt	Seneng miss, nggak tegang.
7	Y	Seneng, jadi bisa bersaing sama grup yang lain biar menang.
8	R	Gimana kemaren gamenya?
9	Dt	Agak bingung awalnya, tapi bisa dicontohin udah jelas. Seru
10		miss
11	Y	Lumayan miss, tapi ada yang lupa tuh loh miss.
12	R	Bisa gak tadi ngisi tabelnya?
13	Y, Dt	Bisa miss.
14	R	Menurut kalian, kalo pelajaran readingnya banyak aktivitas
15		yang diskusi, kelompok gini, readingnya jadi lebih asik nggak?
16		Kalian lebih mudah gak pahamnya?
17	D	Asik miss..lebih enak gini. Jadi ga cuma ngartiin terus...
18	Y	Iya jelas mending gini miss...aku nek Cuma ngartiin gitu malah
19		ga ngerti isinya ki opoo kui teks e...

APPENDIX
E
STUDENTS' SCORE
AND RESULT

STUDENTS' SCORE IN CYCLE 1 AND CYCLE 2

Subject : English Researcher : Rina Desitarahmi
 Class/Semester : VIII D/2 Teacher : Sri Rahayuningsih, B.A

NO.	NAME OF THE STUDENTS	SCORE CYCLE 1	SCORE CYCLE 2
1	AFRILISNA HADWITYA SUKOWATI	7	8
2	AMARENDRA GANA ANINDITA WIKEKA	7.5	8
3	ANDI SAPUTRA	6.5	4
4	AREZA MARTA BRONA	7	7
5	BAGUS SANDI TRI AJI	7.5	8
6	DEA AFRIANANDA	9	8
7	DEA AMALIA	8.5	8
8	DETYA APRILIA	7.5	8.5
9	EVAN GITA PRATAMA	6	8
10	FAISHA NABILA BERLIANI	9	8
11	FITRIAN KIDUNG DEWABRATA	6.5	8
12	HANAFI SURYO NUGROHO	8	8
13	LISTYA DWI SARASWATI	8	9.5
14	LULU APRIYANI	7	9.5
15	MAY DIANA AYU MAHARANI	1	4
16	MEILIA RISTIKA PAWESTRI	6.5	8
17	MUHAMAD ABDILAH ROFI	5	7
18	MUHAMMAD BAGUS PANUNTUN	5.5	7
19	MUHAMMAD CATUR KUSUMA	5.5	8
20	MUHAMMAD RIDWAN SAPUTRA	7	8
21	MUHAMMAD ROBI ARROSYAD	7	8
22	NOVIA INTAN SARI	7.5	9
23	PUSPITA BELLA KURNIASARI	A	5.5
24	R.MUHAMMAD ALFATH BAGAS PUTRO	8.5	7
25	RADEN CAHYA KUSUMA HIDARTA	8	7
26	RAHMAT ROMADHON ANSHARI	5	9
27	REXY DIYHA ULHAQ PARAMAHAMZA	8.5	10
28	RISKI RAGAS PUTRA	4	6
29	SITI SOLEKHAH	7	9
30	SUSILO ANGGRAINI	7.5	9
31	WEIRANGGA DIGDAYA WAHDINI SALIM	9	7
32	YOGA GOTHAMA	A	8
33	YUDIT ILHAM RAMADHANA	7.5	5.5

34	YULIAN PUTRI OCTHAVIANI	8.5	9
	Mean	6.57	7.69

T-TEST PAIRS=cycle2 WITH cycle1 (PAIRED)
 /CRITERIA=CI(.9500)
 /MISSING=ANALYSIS.

T-Test

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	cycle2	7.8088	34	1.38178	.23697
	cycle1	6.5735	34	2.31311	.39670

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 cycle2 & cycle1	34	.490	.003

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 cycle2 - cycle1	1.23529	2.03095	.34831	.52666	1.94393	3.547	33	.001

APPENDIX
F
PERMIT LETTERS

